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A qualitative evaluation of the 3C model as an approach for blended (e)Learning institutional change

A thesis submitted to Middlesex University
in partial fulfilment of the requirements for the degree of Doctor of Professional Studies

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Jan 2017

ACKNOWLEDGEMENTS

I would like to thank the following people for their role in supporting me in this research journey:

Prof. Kate Maguire, Dr. KP Kwan and Prof. Steven Li, for their support, friendly ears, motivation and guidance at key points;

Dr. Angela Ho, Director of the Educational Development Centre, and

The 3C Project Team, encompassing Dr. Christine Armatas and Dr. Panos Valochopolous (Senior Project Fellows); Mr. Edward Tse (Project Associate); Ms. Karen Chan and Mr. Gary Cheung (Project Assistant) and Mrs. Carmen Law (Graphic Designer).

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GLOSSARY

ALTC	Association for Learning Technology Committee
DLTC	Departmental Learning and Teaching Committee
EDC	Educational Development Centre
eLA	eLearning Advocate
eLDSS	eLearning Development and Support Section
eLM	eLearning Mapping tool
FAST	Faculty of Applied Science and Textiles
FB	Faculty of Business
FCLU	Faculty of Construction and Land Use
FENG	Faculty of Engineering
FH	Faculty of Humanities
FHSS	Faculty of Health and Social Sciences
FLTC	Faculty Learning and Teaching Committee
ITS	Information Technology Services
LDT	Learning Design Template
Lib	Library
LMS	Learning Management System
LTC	Learning and Teaching Committee
PolyU	The Hong Kong Polytechnic University
SAO	Student Affair Office
SD	School of Design
SHTM	School of Hotel and Tourism Management
SLTC	School Learning and Teaching Committee
SPDP	Strategic Professional Development Plan
VP(AD)	Vice-President (Academic Development)

ABSTRACT

This research describes the implementation of a strategic institutional project at the Hong Kong Polytechnic University in the area of eLearning, and the qualitative evaluation of this project's model as an approach for blended (e)Learning institutional change. The project was entitled, "3C: A strategic approach to enabling, integrating and enhancing blended (e)Learning within an institutional framework", and the model used was three concurrent foci of collaboration, community and context (3C's). This study used a qualitative practitioner / researcher case study approach to evaluate the 3C model, utilizing data drawn from interviews conducted at the completion of the project with a group of 16 eLearning Advocates (eLAs). The interviews with the eLAs were chosen to be the focus of this research as they had the most consistent and lived experience of the 3C model (as implemented via the project deliverables across 2 years). The key research question being: "*What are the qualitatively different ways the eLearning Advocates perceive the 3C model as an approach for blended (e)Learning institutional change*"? These differences in perception identified as a lens through which to evaluate the 3C model.

The eLA interviews provided situational vignettes through which the practitioner / researcher explored the rich sources of data and feedback on the 3C model. These vignettes were categorized within a narrative around three factors related to blended (e)Learning institutional change. These factors were: considerations of broad structural aspects (Renovation), feedback on specific aspects of the 3C project (Revolution) and the unexpected factors that had not been considered as part of the project (Revelation). The examination of these contributed to a greater and more nuanced understanding of the 3C model as a model for institutional blended (e)Learning change and identified 11 recommendations for further consideration. It is envisaged that the outcomes of this research are useful to intuitions considering implementing similar strategic initiatives in the area of blended (e)Learning and has assisted the researcher in refining his own practice.

1 INTRODUCTION TO THE STUDY

This research study relates broadly to the areas of education and educational technology and specifically to the practitioner / researcher's context as an academic staff developer at the Hong Kong Polytechnic University. The areas of education and the affordances of technology for the improvement of teaching and learning have been a passion of the practitioner / researcher for almost his entire working career. The study was a qualitative naturalistic case study focusing on the evaluation of the 3C model as an approach for institutional change in Blended (e)Learning. The term "3C model" refers to three concurrent foci of collaboration, community and context. This model, with a concurrent focus of collaboration, community and context, was created by the practitioner / researcher drawing on 20+ years of professional experience in the field of eLearning and educational design. The 3C project was the enactment of these 3 foci via 9 deliverables, through a specific funded project created by the practitioner / researcher as an approach to institutional change in Blended (e)Learning. The 3C project was a two-year institutional initiative at the Hong Kong Polytechnic University (hereafter referred to as PolyU) funded by the Vice President (Academic Development) in support of PolyU's Strategic Plan 2008/09-2011/12 (2009). The broad aim of the 3C Project was to enhance the (e)Learning / Blended Learning culture at PolyU. (Within the title wording "(e)Learning" the "(e)" or "electronic" reference is deliberately bracketed in order to highlight that any change related to eLearning must also be inclusive of a change and re-thinking of "learning" per se. Also the term eLearning is identified as a subset of blended learning, and eLearning has a historical context within the university. Thus the phrase "eLearning and blended learning" is used consistently in this research study, in order to capture both the historical association and impetus for change within the "newer" blended learning focus).

The main aim of the research study was to evaluate the 3C model as an approach for blended (e)Learning institutional change. This was achieved by analysing interviews with 16 eLearning advocates (eLAs). The interviews with the eLAs were chosen to be the focus of this research for the following reasons;

- they were drawn from all faculties and schools,

- they were involved in all aspects of the 3C project and all deliverables across the 2 years, and they represented a cross section of roles at the institution including Professors, Departmental Heads, Chairs of Departmental Learning and Teaching committees, Senior Teachers, Senior Researchers, volunteers (and the volunteered) and Library / ITSU and eLearning support staff,
- they represented diverse views; while they were "eLearning Advocates' in name, they represented a cross-section of skill sets and positive or negative opinions about the use of technology as they were nominated OR self-nominated via their respective Deans or Heads and,
- they had the most consistent and lived experiences of the 3C model (and project deliverables)

The key research question in evaluating the 3C model was: "*What are the qualitatively different ways the eLearning Advocates perceive the 3C model as an approach for blended (e)Learning institutional change*"? And this research involved data gathered from interviews with the eLearning Advocates as the lens via which to conduct this evaluation.

While the full report of the 3C project addressed the task requirements defined by the funders, the scope of this research project (DPS5200 for 200 credits) as approved via the PAP and Learning Agreement encompassing ~35,000 words does not allow for the entire project to be reported here. Consequently, the focus here is on the eLAs, as they had the most in-depth experiences of the 3C model across the two years of the project. However, the final project report that was prepared for the funders has been included in Appendix G. It should be noted that one of the deliverables of the project was a pre and post project survey conducted in order to identify a set of quantitative measures of eLearning institutional change across the wider PolyU academic community. This is expanded on in the full report in Appendix G.

1.1 Conceptualization of the Study

The conceptualization of the study was influenced by a pragmatic intent to delve deeply into an analysis of the 3C project (and my role as project leader), specifically

to investigate the effectiveness of the 3C model as an approach for bringing about institutional change in the area of eLearning. The term "pragmatic" here is used not as related to a positivist approach (Yin, 2003) but rather as a way to focus on addressing issues directly relevant to the researcher's educational context. The focus here, on the researcher's "frustrations" and "passions" in researching the effectiveness of the 3C model, aligns with a "pragmatic stance", as suggested by Sullivan (1996, p.17).

It is also acknowledged that aspects of the conceptualization of the study were drawn from the work of Law (2003) and Lim (2002). They described the role that technology, the teacher and the students play in the learning process. The interactions in these roles in this instance being technology (as the 3C model and deliverables), the teacher (as the eLAs) and the students (whilst not per se a focus of this study nor of the 3C project, they can be considered the ultimate stakeholders in any institutional change in blended (e)Learning.

From this impetus emerged the intent to explore the 3C model for a more effective way of enhancing the blended (e)Learning culture within this particular context. The constituents of this study have been identified as an inter-relationship between the implementation of the 3C project (as framed within the 3C model), the context of the interaction and the eLAs' contributions to the project.

Figure 1 is a diagrammatic representation of the study as described above. This figure visually represents that the eLAs' "perceptions" of the 3C model were the primary focus of this study. It also indicates that the 3C model encompasses the concurrent foci of collaboration, community and context and that this model was enacted via 9 deliverables. Thus the model in action can be identified as the 3C project.

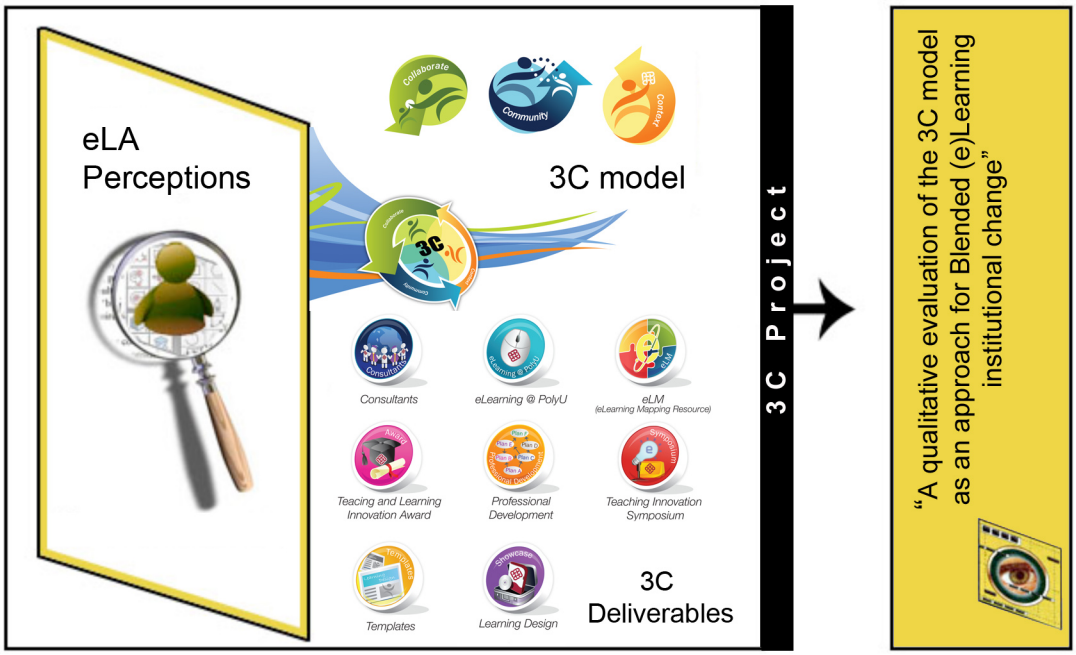


Figure 1 *A Conceptual Model for the Study*

This conceptualization led to the intention within this research study. As Sullivan (1996, p.4) stated, "The best advice for researchers is to take note of the same drives that characterize any artistic activity: search out questions that ignite some inner concern, some passion". The researcher's "passion" was to categorize the qualitatively different ways that the eLAs perceived the work undertaken during the 3C project, as evidence of the 3C model implemented in this context. It is envisaged that the identification of key factors relating to the 3C model and its effectiveness in achieving Blended (e)Learning institutional change will add to the refinement of the 3C model and to research in this area of approaches to blended (e)Learning institutional change.

Rather than take on a positivistic approach, which too often misses the subtle realities within a context, the nature of this research suggested that a naturalistic qualitative mode was appropriate. This enabled the subjective experience of an individual case to be given importance, rather than general law making. The intention was to conduct an in depth deconstruction of the 3C model through the lens of a series of interviews with the eLAs who were part of all aspects of the project. The 3C project dealt substantively with the notion of education and technology and, in particular, with institutional considerations relating to change, resistors and the

benefits of technology in enhancing student learning. It drew heavily on the gamut of the researcher's previous experiences in education and directly relates to the researcher's current context and career.

The implementation of the 3C model led to nine deliverables and associated practical outcomes, and this, in essence, frames the "ground the eLAs walked" to apply the 3C model in this context; in other words, their lived experience. The next section outlines the objectives of the 3C project and associated deliverables in more detail.

1.2 3C Project Aim, Objectives and Deliverables

The broad aim of the 3C project was to "enhance the eLearning / Blended Learning culture" within the university and the approach used to address this was through the use of three concurrent foci of collaboration, community and context. It was envisaged that the three areas of collaboration, community and context would provide some structural foci for the project activities; however they did not segment or restrict specific activities.

The specific objectives of the 3C project were;

- To review and investigate the existing PolyU eLearning and blended learning practices through a needs analysis and identification of a Strategic Professional Development Plan (SPDP) in collaboration and consultation with Deans, Directors and nominated staff.
- To identify contextual concerns within the PolyU academic community, relating to barriers for incorporating eLearning and blended learning and research to identify proven local and international strategies for change related to eLearning and blended learning
- To use invited eLearning consultants to provide substantive, credible and authoritative impetus behind the eLearning and blended learning change and to collaborate with staff in considering the adoption of eLearning and blended learning.

- To enable and implement the use of eLearning and blended learning to PolyU staff through collaborating with eLearning Advocates and the development of a community of staff related to the project
- To obtain insight into a student perspective on eLearning and Blended Learning through a student focus group, and to identify a student perspective on the 3C framework as a model for institutional change in the area of blended learning
- To identify the "myths" regarding eLearning within this context as these can form key considerations and foci for the study in relation to core underpinnings regarding blended learning and possible associated culture change within an institutional context
- To establish various mechanisms for the sharing of best practices, in order to raise awareness of eLearning and celebrate our successes and promote successful sharing and re-use of resources where appropriate, for example; a Teaching and Learning Innovation Annual Award and eLearning Showcase and Symposium relating to eLearning and blended learning
- The creation of specific resources to assist staff in timely and pedagogically effective ways to implement eLearning and blended learning. (EG: the (e)Learning Mapping resource (ELM) and Learning Design Templates (LDT)
- To evaluate the impact of the project and associated enhancement of eLearning and blended learning at PolyU
- To promote the outcomes of the project through various dissemination means.

There were nine deliverables to this institutional approach. They were drawn out of the objectives listed above and fell within the 3C model and areas of collaboration, community and context. These nine deliverables, listed below, formed the main areas in which the eLAs were involved, and the interviews with them drew heavily on these experiences.

1. Invited international experts in eLearning to work in departments, with eLAs
2. Needs analysis - report on current PolyU eLearning practices and identification of the successes and barriers to incorporating eLearning / Blended Learning.
3. (e)Learning mapping online resource
4. Learning design templates

5. Formation of eLA community
6. Strategic professional development plan and activities
7. Teaching and Learning Innovation Annual Award, including eLearning Showcase
8. Symposium to share PolyU best eLearning practices;
9. Communication / dissemination / advocacy of project impact and ongoing, evolving outcomes of the project through various means such as high-level, high-impact events in departments and also within the wider PolyU community in order to provide a driving force and high level profile.

Within the original and successful funding proposal the following were identified as means through which this project would seek to enhance the eLearning culture at PolyU:

- approaching this enhancement from a sound conceptual basis (3C model and research based);
- within a clear understanding of current practices (Needs Analysis);
- through a grounded and contextual approach (the eLearning Advocates and invited eLearning experts);
- by offering timely and pedagogically sound resources to assist staff in effectively utilizing eLearning (eLearning Map + Learning Design templates);
- thus enhancing the ability for staff across various contexts to share and utilize these resources (Faculty / School Roadshows and SPDP's);
- by staff within an appropriate context suitable for PolyU (eLearning Advocates);
- and establishing many opportunities to share and celebrate our eLearning successes (Awards and Symposium)

The specific identifiers of institutional blended (e)Learning cultural change as endorsed via the funding body were;

- Successfully forming the eLA community and positive feedback from the community
- Successfully implementing the described deliverables with positive feedback

- Creating opportunities for international consultation and feedback on PolyU's eLearning context
- An upward change in staff perceptions on the usefulness of eLearning
- Significant attendance at the various eLearning events and positive feedback
- Addressing the myths and misconceptions around eLearning

This research study is not an evaluation of these measures of achieving cultural change per se, as they were drawn from the funding body and project proposal. This research represents one evaluation aspect across many that were used to measure the success of the 3C model and associated implementation of the various deliverables. Appendix G provides a full breakdown of evaluations conducted and outcomes of the entire project and it is envisaged that these research findings could be read in conjunction with the findings represented in the full report.

1.3 Summary

The goal of this chapter was to introduce the research study and to outline, in broad terms, the aim, key research question, conceptualization of the study as well as the 3C project objectives and deliverables. The key research question for evaluating the 3C model was, "*What are the qualitatively different ways the eLearning Advocates perceive the 3C model as an approach for blended (e)Learning institutional change*"? It has been suggested in this chapter that this research question was worthy of investigation, because of its potential to add significant new knowledge to the corpus of discussion regarding blended (e)Learning institutional change, as well as providing an opportunity for the practitioner / researcher to enhance his professional practice.

This study sought to evaluate the 3C model as an approach for institutional change in the area of blended (e)Learning. It has been suggested that a better understanding of the different ways of perceiving the institutional change is essential to the development of this field, in which the use of technology in education is pervasive. Educational institutions and decision makers need insights into the distinctive possibilities within this field. The significance of this study thus lies in its ability to:

- Situate the 3C model within the corpus of current literature relating to the outcomes of the project, deliverables and the area of institutional change
- explore the constituents of the eLAs' perceptions of the 3C model as an approach for Blended (e)Learning institutional change
- Identify recommendations for future exploration within the field

The next chapter of this study situates the research, and in particular the 3C model and project approach, within the domain of the current literature, the areas of eLearning and Blended Learning, the 3Cs and notions of institutional change. This locates the 3C model and project deliverables within the corpus of current knowledge.

2. LITERATURE REVIEW

2.1 Introduction

The purpose of this qualitative case study was to identify and analyse the qualitatively different ways in which the eLAs perceived the 3C model as an approach for blended (e)Learning institutional change. This chapter situates the various aspects of the 3C model and project deliverables within the existing literature. The 3C model provided an approach to structuring the various deliverables of the project, and these deliverables formed the primary basis of the eLAs' involvement in the project (and as such the model enacted in this context).

This analysis of literature is not concerned with reforming old skills, but rather with a critical examination of the constituents of the 3C model and Project deliverables from various literature perspectives. Thus the literature analysis indicates the significance of 3C model and this study within current research. The researcher suggests that this literature review explores the need to converge and compare the the various considerations that emerged from the analysis of literature and the 3C model with the focus on the eLAs' lived experiences of the 3C model.

2.2 A Blended Learning Imperative

As previously mentioned the term "blended learning" as referenced within the title of the 3C project and this study refers to a more recent focus at PolyU on this approach (with eLearning identified as a subset of blended learning, and the associated historical context within the university). The term "blended learning" is one now commonly found in most university's approaches to eLearning (Bonk, 2006, Dziuban, Picciano, Graham, and Moskal, 2015). Young (2002) identifies a view from the President of Pennsylvania State University who references the convergence between of face-to-face and online teaching as "the single-greatest unrecognized trend in higher education today" (Young, 2002, p. 33). Garrison and Kanuka (2004),

identify the “transformative potential of blended learning in the context of the challenges facing higher education” (p. 95), and more recently in the Open University of Hong Kong publication, “Studies and Practices for Advancement in Open and Distance Education” (2015), devote an entire chapter to “The rise of blended learning” (p.93), situating an ever increasing use of blended learning approaches.

Some authors state that technology has had relatively little impact within universities (for example, Laurillard, 2002). This case was also made by Duderstadt, Atkins, and Van Howeling (2002), who stated, “To date, the university stands apart, almost uniquely in its determination to moor itself to past traditions and practices” (p.18). The authors also noted the tension that, “that the very institutions that played such a profound role in developing the digital technology now shaping our world are the most resistant to reshaping their activities to enable its effective use” (p.18).

Levy (2005, p.2) stated that the discipline of eLearning “is marked by a juxtaposition of new technology and old pedagogy”, indicating that Universities are only starting to grasp the potential of technology, despite significant historical research into this area. Newman, Couturier & Scurry (2004) indicate that the use of technology in transforming learning and teaching at university is a given. They suggest that universities need to change their expectations in relation to embracing the use of technology to enhance learning and teaching. Kuh, Kinzie, Schuh and Whitt, (2005) suggest that students can drive the need for universities to change. Indicating that the students who have had technology as an immersive part of their lives may not adapt easily to the traditional lecture and expect technology enhanced engaging learning experiences.

One of the challenges relating to the aims of the 3C project was the various conceptions and misconceptions around eLearning and Blended Learning. To quote Roos (2005) and his reference to the European ODL Liaison Committee (2004), “the challenge is to create order in the confused “panacea concept” of blended learning by distinguishing between innovation and merely substitutive use of ICT [information and communication technology]” (p.4). Blended Learning can simply be described as learning that integrates online and face-to-face approaches. However, in the best case it is the planned alignment of face-to-face teaching and online active learning

opportunities. Ideally, it is neither a solely online course nor a supplementary addition to face-to-face teaching; it is a fundamental redesign. It us an opportunity to rethink and restructure learning and teaching to create blended learning (Vaughan and Garrison 2006). For the purposes of the 3C project, blended learning was defined as:

> *"the effective combination of different modes of delivery, models of teaching and styles of learning, whereby face-to-face and eLearning opportunities are optimized and integrated to maximize student learning".*

Garrison and Vaughan, (2007) and Dziuban, et al., (2015), similarly suggest blended learning design as incorporating the thoughtful integration of face-to-face and online leaning in order to optimise student engagement through a rethink of the course design possibly replacing face-to-face contact hours.

Bonk and his colleagues in "The handbook of blended learning: Global perspectives, local designs". (Bonk, & Graham, 2012) document the increasing interest in blended learning. Historically they noted from a 2006 survey of higher education, that the respondents expected a "dramatic rise in their use of blended learning approaches in the coming years" (Bonk, Kim & Zeng, 2006, p.553). In another survey, Arabasz and Baker (2003) found that 80 per cent of all higher education institutions were offering blended learning courses. Underlying these data is the increasing awareness that blended learning approaches and designs can enhance the learning experience significantly. Albrecht (2006, p.2) reported, "increasing student demand for convenience", and others have reported faculty satisfaction (Vaughan & Garrison, 2006). This stance is supported by Marquis (2004, no pagination), whose survey revealed that 94 per cent of lecturers believed blended learning to be "more effective than classroom-based teaching alone." Blended learning being conceived as a combination of the best of online and face-to-face teaching, (Bourne and Seaman, 2005). However, as Wrench, Hayslett, O'Sullivan, & Schweiizer (2010) claimed, "Although the trend toward incorporating blended learning into higher education is evident, its use is as of yet fairly limited" (p.975).

The title of the 3C project, "3C: A strategic approach to enabling, integrating and enhancing blended (e)Learning within an institutional framework", has attempted to capture that the use of blended learning and eLearning are a part of broader

considerations of learning, having deliberately bracketed the letter (e) in this reference to the more standard term of eLearning. This was done to imply a need to move beyond considerations of eLearning or blended learning as a subset of learning and to imply it is timely to simply consider how best to support 21st century learning and teaching as incorporating technology as fit for purpose in all contexts. Suggested is that considerations of choosing between traditional face-to-face lecture OR eLearning are no longer practical or theoretically tenable. As the body of research into the effective use of technology as a core consideration in learning and teaching has expanded (Dziuban, et al., 2015) the researcher suggests that it is timely to move towards a better understanding of the potential and the practice of technologies these and how they may be structured to enhance student learning.

Blended learning has been refined in terms of both practice and structure by Bonk and Graham (Eds, 2004, p.31), who suggested the following three categories of blended learning systems:

> *"Enabling Blends; Enabling blends primarily focus on addressing issues of access and convenience, for example, blends that are intended to provide additional flexibility to the learners or blends that attempt to provide the same opportunities or learning experience but through a different modality;*
> *Enhancing Blends; Enhancing blends allow for incremental changes to the pedagogy but do not radically change the way teaching and learning occurs. This can occur at both ends of the spectrum. For example, in a traditional F2F learning environment, additional resources and perhaps some supplementary materials may be included online;*
> *Transforming Blends; Transforming blends allow for a radical transformation of the pedagogy, for example, a change from a model where learners are just receivers of information to a model where they actively construct knowledge through dynamic interactions. These types of blends enable intellectual activity that was not practically possible without the technology".*

These three categories provide a continuum of engagement for academic staff in incorporating blended learning. Staff members within most universities have varying degrees of educational experience and educational experience incorporating technology, thus promoting a model of radical transformation for all; probably the best case will not suit the needs of all, and will certainly alienate some. In making a

case for academic staff to incorporate blended learning, the 3C project sought to be sensitive and responsive to the context. Also, the aim of incorporating blended learning pervasively within PolyU was identified as inclusive of a marketing approach. The slogan "3C - What's in IT for me?" was adopted, as a shortened version of "3C - What is in Information Technology for me?". This reflected the pragmatic underpinning of the project to assist the staff at PolyU in considering the appropriateness of eLearning for their context and being strategically responsive to needs. In order to promote the 3C project (and associated 3C model) one of the essential tasks was to identify the potential benefits.

The following captures broadly the potential benefits for students, staff and institutions of adopting a blended learning approach;
For students these include:

- Providing students with access to rich learning environments that are accessible and reusable
- Creating a more enjoyable, challenging and satisfying learning experience
- Equipping students with technology literacy skills needed to be successful in their future careers
- Increasing student interaction with teachers and other students
- Giving students the convenience and flexibility they want in their study, while still retaining face-to-face contact.

For teachers they include:

- Promoting a student-centered approach to learning and encouraging students to become independent learners
- Increasing the opportunities students have of interacting with teachers and other students
- Providing better communication with students and building communities online
- Expanding the learning space to include time outside the classroom
- Ensuring teaching materials are current and relevant
- Encouraging teachers to review their pedagogical practices to include the effective and considered use of eLearning in their teaching
- Making more effective and efficient use of class contact

For Faculties and Institutions they include:

- Providing students with quality educational experiences during their courses of study;
- Supporting students more effectively and efficiently in their educational pursuits
- Improving student satisfaction and progression and retention rates
- Allowing wider participation in education by catering to a greater range of students and student needs
- Creating efficiencies in resource management, such as classrooms, learning activities and learning materials.

The chapter has outlined the imperatives for a move towards blended learning. Suggested has been that Universities must provide learning experiences that align with the needs of students in the twenty-first century. As Swail (2002) stated, "the rules are changing, and there is increased pressure on institutions of higher education to evolve, adapt, or desist" (p.16). To paraphrase Peter Drucker (1999) and more recently Marc Prensky (2004), based on our knowledge of how learning is best designed, would we still design learning experiences that embody 200 to 300 students in a lecture hall for a face-to-face class as the sole learning experience? The challenge is though, that whilst the benefits of blended learning and eLearning can be identified, academic staff to date have had limited uptake (Wrench, et.al. 2010). The 3C model, as implemented via the project deliverables, has sought to redress this issue. The framework of activities and support structures across the areas of collaboration, community and context were used to enable staff, very simply, to "use eLearning and Blended Learning more often and in better ways", as is outlined in section 2.4. Clearly the 3C approach was not established in a vacuum though; the next section outlines the context of the project and policy imperatives.

2.3 Context and Policy Imperatives

The Hong Kong Polytechnic University has an established history of incorporating eLearning using approaches captured broadly within the areas of projects and policies. Specific project-based initiatives have been the On-line Program Development (OPD) Project, the Megaweb Project (http://megaweb.polyu.edu.hk/)

and the e3L project (http://e3learning.edc.polyu.edu.hk/(refer also to James, McNaught, Csete, Hodgson & Vogel, 2003 for further information). The most recent approach was the establishment of the eLearning Development and Support Section (http://eldss.edc.polyu.edu.hk/) in 2006, as a central one-stop-shop for PolyU staff and the allocation of funding of 30Million HKD in the 2006 – 2009 triennium to support eLearning project development.

From a policy perspective the PolyU position paper on eLearning (2009) and the key tenets within this document provided broad overarching goals, both related to the aims of the 3C project and broad visioning regarding the use of technology within this university context. The tenets of this position paper on eLearning were;

- "PolyU is committed to actively promoting and supporting the effective use of modern educational technologies in all learning endeavours;
- The University recognizes the quality effort and good practices of staff in developing, implementing and evaluating the effectiveness of eLearning as a form of scholarly activity;
- The ultimate goal of the use of eLearning and blended learning is to improve student learning outcomes and to develop all round students with professional competence;
- eLearning is mainly to be adopted in PolyU as an integrated complement to, and not a substitution for, classroom instruction and interaction to enrich students' learning experience and enhance learning outcomes.
- It is a high priority of PolyU to ensure that as many students as possible are given the opportunity to undergo substantive eLearning experiences in their programs of study
- Emphasis should be placed on the pedagogically effective use of modern educational technologies as tools for learning
- All eLearning materials and instructional systems should be designed according to sound pedagogical principles, and be subjected to vigorous formative and summative evaluations at various stages of the process to assure the quality of the materials produced, and optimize their impact on student learning
- eLearning endeavours are supported within the PolyU through a) development opportunities for staff; b) in-kind assistance in skill areas specific to the design, development and evaluation of learning; and c)

funding, when necessary and with priority for the development of eLearning in strategic areas aligned with the goals of the University". (No pagination)

Similarly, other policy influences can be drawn from the PolyU Position Paper on Teaching and Learning (2009), which identifies:

> *"Technology as a tool for the enhancement of learning and teaching.*
>
> *The University believes that learning and teaching should be effectively enhanced by technologies that are up-to-date and likely to be the most effective in promoting valued learning outcomes. This includes professional specific technology as necessary and the appropriate use of IT in enhancing students' independent learning skills." (p.2)*

Research has generally supported that institutional policies are essential for successful institutional change related to eLearning. This can be partly attributed to the notions that policies articulate strategic ownership as supported by senior management. (Boezerooij, et al., 2007 and Nichols, 2008). The PolyU Strategic Plan 2008/09-2011/12 (2009) captured a policy broad global intent to incorporate Blended Learning. In particular section 1.2 (c) stated: "To promote the wider use of blended learning (i.e. a combination of e-learning and face-to-face teaching/learning) to enhance quality" (p.9).

The establishment of the 3C project as an institutional initiative and the intent to enhance the existing eLearning and Blended Learning culture at PolyU did not start within a vacuum. Up to the start of the 3C project, the main means of bring about eLearning change within PolyU was through the support and dissemination of funding for eLearning projects, as well as consultation, professional development and in-kind support. The project-based approach and the allocation of funding (and associated eLearning project outcomes) were useful in identifying early adopters of eLearning and generating some interest in the affordances of technology. However, there continued to be considerable resistance to the incorporation of eLearning within mainstream academic practice.

With the broad aim of enhancing the eLearning and blended learning culture at PolyU, the 3C project sought to assist staff strategically within a multidimensional

approach (3C model). The broad aim was to encourage them to take advantage of blended learning opportunities in their teaching, and to provide resources appropriate to their needs and contexts in order to help them realize these opportunities. This approach was in line with research evidence on effective change management in higher education, showing that successful changes are the result of the coordinated efforts of the most appropriate and best-positioned people (Scott, 2003). In the case of PolyU, the best people to bring about this change were the staff themselves, helped by experts in the area of eLearning and blended learning and supported via the eLA community.

2.4 Introducing the 3C model

The broad aim of the 3C project was to enhance the eLearning and blended learning culture at PolyU. The approach used to address this was through the 3C model, the three concurrent foci of collaboration, community and context. The framing of the 3C model and related project deliverables was based on the suggestion that any institutional change is ultimately enacted through engagement with people (rather than policy) and through the provision of resources appropriate to the needs and contexts of academic staff. The term "resources" here is used in a broad sense in order to capture such initiatives as the establishment of eLearning Advocates (two from each faculty and one from each school) to establish an understanding of each Faculty and School's context, barriers and areas of support needed and the establishment of a community of staff interested in eLearning and blended learning.

The 3C model, with the three concurrent foci of collaboration, community and context, was created by the practitioner / researcher drawing on 20+ years of professional experience in the field of eLearning and educational design. The structure of the 3C model has been adapted and influenced by Garrison and Vaughan (2007) regarding activities to shape institutional change. The following captures their suggestions along with the 3C project alignment as indicated in brackets);

"1. Raise institutional awareness, build support, and cultivate collaborative leadership (via the eLAs)

2. Develop institutional policy, strategic plans, and achievable goals (SPDP's)

3. Provide sustained incentives and recognition (Professional Development funding and the Awards and Showcase)
4. Build instructional development and course redesign support programs (via the workshops and EDC support)
5. Invest in technology infrastructure (the LMS review as captured as an additional post project deliverable in the full project report)
6. Design prototypes and ensure early successes (the eLM and Learning Design Templates)
7. Create systematic evaluation strategies and accountability procedures (the Pre-post survey and Needs Analysis)
8. Review learning spaces and scheduling practices (addressed during the 2 visiting international consultants)
9. Establish continuous communication strategies (via the 3C eNews and eLAs)
10. Keep senior administration informed and on board (via regular updates)
11. Create a task group (INSERT - the eLA community) to address issues, challenges, and opportunities and recommend new directions
12. Update and refine policies, goals, and support programs". (Via 3C workshops and influence on creating a blended learning strategy) (p.171)

As previously mentioned, the three focus areas of collaboration, community and context were envisaged to provide some structural foci for the activities of the project and are further described in the following sections.

2.4.1 Collaboration

The intent of the model of collaboration was to involve all levels of stakeholders in the process of culture change relating to eLearning and blended learning. This involved enabling staff to unpack myths and misconceptions around eLearning and to make informed choices regarding the effective alignment of face-to-face teaching with online activities. As Laurillard, (2008) stated, "Technology can be a solution to the pressures and demands on HE [Higher Education], but only if pedagogy is the driver, and only if the academic community is doing the driving" (p.531).

In particular, there was a focus on establishing many processes and practices in order to collaborate with the community of eLearning Advocates (described in more detail within the next section) in order to gain a contextual awareness of the teaching and learning challenges associated with a particular discipline and faculty context. The eLAs provided opportunities to share and collaborate on initiatives, provided specific feedback on the 3C model and deliverables and contributed to many aspects of the project.

The Hong Kong Polytechnic University has a history of successfully initiating change by utilizing internationally renowned experts / consultants to collaborate with PolyU staff. Within this project two international experts in the area of eLearning were invited to collaborate with departments, eLAs (refer below) and with the wider PolyU community through various professional development activities. This approach aimed to add impact, weight and wider opportunities for collaboration and essential engagement with staff associated with the project.

A needs analysis was conducted and served dual purposes within the structure of the project. It enabled opportunities for collaboration to be identified through meetings with Deans, eLAs and other stakeholders as well as a benchmarking and identification of "the ground we are currently walking" in relation to eLearning. The establishment of an eLearning culture within PolyU was initially to support staff in achieving any eLearning change through the support and dissemination of funding for eLearning projects, as well as consultation, professional development and in-kind support.

An investigation was conducted into PolyU's existing (and changed) eLearning practices across the duration of the project through two online questionnaires as well as some analysis of WebCT use. WebCT (now known as Blackboard) was the main learning management system (LMS) at that time used within the university. The analysis of the LMS and data mining in order to gain insight in the use of technology within teaching practice was supported by Lam, Keing, McNaught, & Cheng, (2007) and this was conducted as part of the Needs Analysis deliverable. PolyU's implementation and use of an institutional LMS can be seen as similar to other universities worldwide. For example in the USA, in which 90% of all responding American universities and colleges to a survey conducted by Hawkins and Rudy in

2007 reported using an LMS (Hawkins & Rudy, 2007) and in the UK in which 95% was reported. (Browne, Jenkins, & Walker, 2006). Generally the implementation of an LMS is high, whilst the adoption and variation in use for learning and teaching remains and concurrent change of pedagogical practice remains varied. (See for example, Koszalka & Ganesan, 2004 or Becker & Jokivirta, 2007). The perspectives of the eLA community were obtained through the interviews to provide some insights into the LMS use, barriers and successes and this aspect of "community" is elaborated on in the next section.

2.4.2 Community (The eLAs)

Integral to the 3C model was the intent to engage with many people including a growing community of staff interested in enhancing their existing Blended Learning or eLearning practices. A core aspect of the project was the establishment of the eLA community (two per Faculty and one per school – in total 14 with a representative from the Library and the Information Technology Services Unit (ITSU) also invited to join). The Advocate role was seen to be an essential aspect of the project, contributing across all areas, and the eLAs were used as key initiators of change contextual to PolyU. They each had the opportunity to receive professional development funding of $12,000 HKD, mentoring, and resources designed to support them in timely and pedagogically effective ways for implementing Blended Learning / eLearning. The Advocates were nominated by their Faculty Deans or School Directors and, as a group; they meet regularly with the 3C project staff in order to provide a "window of insight" into the specific context of the respective faculties and Schools at PolyU. As mentioned earlier, they were chosen to be the main data source of the research due to their involvement of all aspects of the project across the two years.

The eLA Role

Deans of Faculties and Directors of Schools made appointments to the eLA role, with the appointment process being handled individually on a case-by-case basis within each Faculty or School at the Deans' or their designates' discretion. Some of

the eLAs indicated through the course of their involvement with the project that they had self-nominated to the role while others indicated that they had been asked to represent their respective areas; thus representing a mixture of willingness to be involved in the 3C project. Prior to nomination the following was sent to each Dean to ensure clarity with regard to the role and associated expectations and, where possible, involvement in the role was negotiated with each Advocate. However, as a base line in order to achieve the aims of the project the following were identified as essential:

- Developing, in collaboration with EDC and relevant colleagues, a strategic professional development plan aimed at changing the eLearning / Blended Learning culture specific to the Faculty context
- Supporting other eLearning Advocates and teaching staff in their Faculty in developing and extending their use of blended and eLearning approaches in their teaching
- Contributing their knowledge, skills and experience to the achievement of the key project deliverables
- Assisting in raising awareness of the project activities and outcomes
- Participating in dissemination activities related to the project
- Acting as the main conduit between the project team and associated Faculties / Schools.

More specifically the eLA's role involved the following as aligned with the 3C project deliverables:

- Attended a lunch meeting/forum/presentation once a month (from 1-2 hours duration)
- Collaborated (both formally and informally) with other eLearning Advocates within an evolving community of practice
- Participated in various dissemination activities such as the Teaching and Learning Innovation Annual Award, Symposium, and Roadshow
- Worked with invited international consultants as part of the role of eLearning Advocate
- Contributed to the Needs Analysis and eLearning survey
- Assisted in development and testing of eLM and the Learning Design Templates;

- Disseminated project activities and outcomes to Faculty and wider PolyU community
- Contributed to the evaluation of the project and deliverables

Deans of Faculties and Directors of Schools made appointments to the eLA role in February 2009, with the first meeting of the eLAs held in March. The eLAs attended 16 meetings from March 2009 to June 2010 and represented a cross section of roles in the institution. The success of this initiative as a means of building a community of practice around blended learning was, in part, indicated by the agreement that the eLA role be continued beyond the life of the project; this is expanded on in the later section detailing the findings of this research study. Details about the eLAs for the purposes of this study have been made anonymous where and when possible; however it is relevant to identify the Faculties/Departments they represented:

FAST	Faculty of Applied Science and Textiles
FB	Faculty of Business
FCLU	Faculty of Construction and Land Use
FENG	Faculty of Engineering
FH	Faculty of Humanities
FHSS	Faculty of Health and Social Sciences
SD	School of Design
SHTM	School of Hotel and Tourism Management
ITSU	Information Technology Services Unit
Lib	Library

The concept and approach of using a "community" as related to institutional change models and structures have generally been supported in the literature. It has incorporated such areas as the creation of communities around faculty development initiatives, which strengthen relationships among colleagues and support institutional goals (Camblin & Steger, 2000). Notions that a community can be linked to effective professional development (Lieberman, 1995) and in particular that communities and the individuals that form a part of a community can be an approach for change, see for example Billett (2009) who described a process for developing "agentic professionals" (p.3). Similarly, Marcinkiewicz (2000) described "Pioneering Practitioners", as related to teacher's use of educational computing and a community perspective. Huber and Hutchings (2005) advocated the usefulness of a physical

space for a community. They suggested a teaching commons should be established where "conversation about teaching and learning—informed by evidence and grounded in practice—can become the norm rather than the exception" (p.32). Specifically, Cook, Holley and Andrew (2007), and Holt and Challis, (2007) advocate a "bottom up" approach to change supported by eLearning champions as a driver of institutional change. This is similar to the 3C model and associated goal under the heading of "community", of using the eLA group both as individuals drawn from their respective discipline / faculty and school communities and as a collective group of change agents. This is identified as an acknowledgement and alignment with the practitioner / researcher's suggested notion that the people are the primary means of enacting any cultural change ultimately.

2.4.3 Context

The notion of context is an essential consideration in any institutional change endeavour. The implementation of a specific project with goals relating to eLearning change and the associated typical strategies for managing such change can be seen as challenging many accepted institutional strategies for managing such change. "There is a pressing requirement to understand better the nature of eLearning, as an educational innovation, and to evolve contextually derived frameworks for change, which align with institutional culture and practice" (Rossiter, 2007, p.93). This section considers the aspects related to context as a consideration of the 3C model and specific to the learning landscape in which the 3C project was implemented and this study conducted.

Many large-scale initiatives are not sustained in the long term because, when theory meets practice, they do not acknowledge the context and mechanisms for support required. Suggested is that what is needed is the grounding of the abstract theory regarding integrating / enhancing eLearning and blended learning within specific pragmatic contextual support for staff. This contextual support of staff consists of two areas of focus. The first of these is the development of specific resources to assist staff, in timely and pedagogically effective ways, to implement eLearning / blended learning. Within the 3C model and approach, these specific resources were

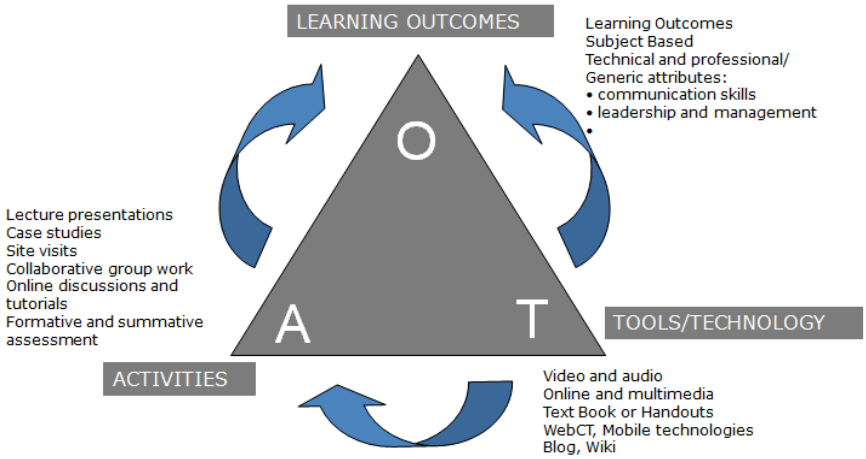
the eLearning Mapping Resource (eLM) and Learning Design Templates (LDT). The second area that was implemented, as part of the 3C approach, was the development and implementation of a strategic professional development plan (SPDP) for each Faculty and School. Both of these areas were developed in collaboration with the eLA community and with input from all levels of stakeholders within and external to the university (i.e., inclusive of input from the invited international consultants and informed from the needs analysis and surveys where appropriate). The eLearning mapping resource and the learning design templates are outlined below. Noted is that the eLAs were involved in their development and provided feedback at many times in the evolution of these resources and also utilised these in their own context.

eLEARNING MAPPING RESOURCE (eLM)

The eLM is a web-based application that academic staff can use to build pedagogically sound blended learning approaches. It consists of a set of tools, both technical and pedagogical, that can be used to assist staff to incorporate blended learning into an existing subject, or when planning new subjects. It helps staff to ensure alignment between learning outcomes, activities and appropriate use of tools and technology. The eLM was used to develop a series of Learning Design Templates (LDT), which staff used and adapted for their own classes and contexts. The Learning Design Templates were added to over time as different staff used the eLM to create a specific blended learning approach, which was then added to an evolving Learning Design Repository or collection of Templates.

The structure of the eLM evolved from wide consultation with the eLAs and other academic staff, and was based on supporting staff to consider alignment of; learning outcomes, the teaching activities and the tools or technology. The Learning Triad diagram below was adapted from Ermann (1999) and provided an initial structure for the eLM. This structure was also reviewed at several junctures by the eLAs, and at the end of the project was in beta testing stage.

Figure 2 The Learning Triad (adapted from Ermann, 1999)



The eLM was designed to be able to:

- map the relationship between elements of a subject to ensure alignment between learning outcomes and learning activities
- help staff to design a new subject or redevelop an existing one
- inform staff of options they could explore if they wished to incorporate blended learning or eLearning in their teaching
- assist in meeting the requirement that all undergraduate courses employ an Outcome Based Education approach
- assist staff in delimiting the broad realm of possibilities captured by an intent to adopt blending learning specific to a focus

The (e)Learning Mapping Resource was a model used to assist staff moving from the theory and wide realm of Blended Learning possibilities to approaches that suited and were specific to their contexts. (Note - some of the earlier prototypes of the design were influenced by the Phoebe – Pedagogic planner (refer to http://phoebe-app.conted.ox.ac.uk/).

A working prototype can be found here:
http://www.3c.edc.polyu.edu.hk/elm/index.html

LEARNING DESIGN TEMPLATES

The Learning Design Templates (LDT) were developed in order to assist staff to implement eLearning in a timely and pedagogically effective way. Initially those proposed were content neutral, allowing staff to customize and adapt them to their contexts. The design of the templates and the areas they encompassed was adapted after reviewing the needs analysis, and also sought to look for common practices across other concurrently funded eLearning projects. These Learning Design Temples were designed to;

- group individual WebCT / LMS resources into templates and sequences which situate the tools within a sound pedagogical framework
- promote lecturer understanding of the pedagogical principles underpinning the chosen learning designs
- allow academic staff to select from sequences and templates according to their teaching aims and the context
- allow flexibility within the templates so that suggested resources can be edited, added or deleted
- allow re-use of the templates in order to assist staff to effectively share best practice

- allow options for blended learning, by ensuring academic staff have options for carrying out some aspects face-to-face and others online.

STRATEGIC PROFESSIONAL DEVELOPMENT PLAN

As mentioned above, a significant outcome of working with the eLAs, in collaboration with their Deans, Directors, Head and Learning and Teaching Committee Chairs, was the development of a Strategic Professional Development Plan (or SPDP). The goal in developing these plans was to be more responsive and aware of community and contextual concerns regarding the changing culture within each Faculty or School. As Slavit, Sawyer, & Curley, (2003, p.35) state, "It is becoming very clear that professional development must be an ongoing activity, as "shotgun" approaches often do little to promote real change". At present, the university's Educational Development Centre (EDC) offers a broad and comprehensive programme of workshops for academic staff (usually 100+ per year, refer to http://edc.polyu.edu.hk/activitycalendar.asp), and the option of customised workshops for departments. However, although these workshops are usually well attended and the feedback is positive, a gap identified in this model of support was the potential for a more proactive, responsive and strategic approach to academic development. The SPDP was an approach developed in order to address this issue.

The outcomes of meetings held with the Deans / Directors, eLearning Advocates and the 3C Team identified the following broad trends of strategic professional development:

- Faculty-specific eLearning events
- Incorporation of blended learning approaches into an existing subjects or courses
- Investigations of how existing eLearning tools or learning objects (e.g. videos, pictures etc.) could be used more effectively and easily within the context of a specific faculty
- Application development to meet a specific Faculty need
- Support to achieve an enhanced blended learning culture parallel to and inclusive of other university initiatives (such as Outcome Based Education)
- Feedback from staff on current eLearning status and concerns and misconceptions

- Outside engagement and promotion of Faculty and School successes in blended learning.

2.4.4 Communication

Communication about the project to all interested parties is an essential aspect of cultural change (Rosenberg, 2006), and the following strategies were used to assist in actively disseminating various aspects of the project:

- A monthly eNewsletter was sent to all staff, which included updates on project activities for the previous month, project news and some simple tips for staff to incorporate blended learning
- A mid-cycle monthly report. Although some of the items in this report were similar to those in other project communications, the purpose of the report was to inform key stakeholders (eLearning Advocates and EDC staff) about the progress of the project and to seek assistance as appropriate. This report was not intended for general circulation as it contained information of a sensitive nature.
- In addition to these recurring reports, we also communicated with staff about the 3C project via global email, letters and fliers as appropriate. We produced a short video about the project and the benefits of blended learning and adapted this video to advertise project events.
- The public website for the project http://www.3c.edc.polyu.edu.hk/welcome.html was a major means for disseminating information about the project. It is from here that the links to the surveys for the needs analysis were implemented and information on the site was updated regularly.
- A Teaching and Learning Innovation Annual Award, including an eLearning Showcase, was initiated as part of celebrating and rewarding staff efforts in relation to eLearning and blended learning.
- In 2010 a Teaching and Learning Symposium was held in order to raise the profile of blended learning further and also to share PolyU best eLearning practices.

Various means were used throughout the project to disseminate and promote the project to as wide an audience as possible. An essential aspect of cultural change is to make some noise and create some energy about the process and benefits (Rossiter, 2007) and then, at the end of the project, share the results with as wide an audience as possible in order to enhance the university's reputation for educational excellence and the approval of the funders of the project.

2.5 Institutional Change

Any institutional change within a large organization is acknowledged widely as challenging, with education and higher education amongst the most difficult (Ayres and Grisham, 2003; Bates, 2000; De Freitas and Oliver, 2005; Rossiter, 2006 and Salmon, 2005). Several authors have been influential in relation to the development of the 3C model and associated deliverables as a means for cultural change, in particular Rosenberg's (2006) ideas for building a successful eLearning culture, Gladwell's (2002) ideas about how social epidemics spread as described in his book "The Tipping Point" and Rogers' (2003) categories and strategies relating to diffusion of innovations.

Rosenberg's (2006) article, entitled "Top ten ways to build a successful e-learning culture," stressed the following points below which have been expanded on by including the relationship with the 3C model and deliverables (indicated in brackets below);

> *"1. Dispel the myths of e-learning* (a Myths of Blended Learning workshop was conducted as well as evidence on myths via the Needs Analysis and surveys)
>
> *2. Be a learning champion* (creation of the eLA community)
>
> *3. Create a performance environment* (via the evaluations, celebrations and rewards)
>
> *4. Communicate…communicate…communicate* (regular eNews, Roadshows, websites, meetings,..etc.)
>
> *5. Use technology appropriately* (assisted via the creating of the eLM and LDT and enhancement of practice via workshops and eLA discussions)

6. Go beyond the course, and beyond the classroom (using the invited international consultants to benchmark across an international perspective)

7. Make e-learning a "business tool" (creation of the SPDP)

8. Focus on quality (via the evaluation of all of the project deliverables, see the full report in appendix G)

9. Create a great user experience (feedback from the eLA community and EDC colleagues)

10. Don't forget change management. (via the 3C model and considerations as noted) (p.1)"

A key question was, "How will we know when the eLearning/blended learning culture at PolyU has changed?" As mentioned in section 1.2, the specific identifiers of institutional blended (e)Learning cultural change as endorsed via the funding body and were;

- Successfully forming the eLA community and positive feedback from the community
- Successfully implementing the described deliverables with positive feedback
- Creating opportunities for international consultation and feedback on PolyU's eLearning context
- An upward change in Staff perceptions on the usefulness of eLearning
- Significant attendance at the various eLearning events and positive feedback
- Addressing the myths and misconceptions around eLearning

These measures were evaluated across the various deliverables and in particular a pre and post survey across the institution was conducted. (This can be seen as perhaps a broader indicator of blended (e)Learning institutional change, although, as has been identified earlier the eLA interviews were suggested to provide a richer and more nuanced set of descriptors specific to this research question as identified). This quantitative data is presented in order to address the concern that the focus on the eLA's as an evaluative indicator of the 3C model as a means of achieving institutional change in the area of blended (e)Learning is perhaps too fine and from an audience already an advocate for eLearning. As has been previously mentioned the rationale for choosing the eLA's as a focus has already been highlighted (as well

as their mixed views about eLearning). Also, it is relevant to note that this research is not an evaluation of the suitability of different approaches in evaluating the 3C model as fit for purpose, but that the focus on the eLA's and interviews conducted is one lens which should be considered concurrently with other evaluations of the 3C model and associated deliverables such as this survey data.

Through the Needs Analysis conducted in April 2009 and the second survey on eLearning in August 2010, every PolyU staff member had the opportunity to have input into the 3C project and provide their views about blended learning. The Needs Analysis report documented the first data collection that occurred at the start of the project. The second data collection round was completed in August 2010. These two sets of data provided snapshots of the blended learning culture before and after the 3C project. Both the survey in April 2009 and the follow-up survey in August 2010 included a 15-item scale assessing staff beliefs about the value of eLearning and a 17-item scale assessing their beliefs about the eLearning culture at PolyU. The items in these two scales were rated by staff using a 5-point scale: 1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, 5=strongly agree. For the first survey administration in 2009 there were 131 respondents, while for the second administration 411 staff completed the survey. Reliability analysis of the two scales showed that both scales had excellent internal consistency as measured by Cronbach's alpha. For the 15-item eLearning beliefs scale the Cronbach's alpha was .923 for the 2009 sample and .928 for the 2010 sample. The Cronbach's alpha was .910 and .908 for the 17-item eLearning Culture scale for the 2009 and 2010 samples respectively.

Table 1 Responses to items measuring beliefs about eLearning

Item	April 2009 Mean (SD)	August 2010 Mean (SD)
A subject website is convenient for providing students with course materials.	4.17 (.852)	4.18 (.870)
Information is disseminated to students faster via a subject website.	4.10 (.849)	4.00 (.912)
eLearning provides students flexibility in when and where they study.	4.20 (.695)	4.17 (.819)
Students' motivation to learn is improved with eLearning.	3.28 (.879)	3.43 (.870)

A subject website can provide opportunities for self-directed learning.	4.02 (.685)	4.07 (.731)
eLearning makes it easier to cater for different learning styles and learner backgrounds.	3.63 (.807)	3.81 (.815)
The availability of learning materials online enhances students' learning opportunities outside of class.	4.07 (.715)	4.09 (.728)
Teacher-student communication is improved with a subject website.	3.41 (.935)	3.43 (.873)
eLearning provides students with greater opportunities to interact with other students.	3.31 (.952)	3.47 (.878)
Incorporating eLearning can help develop my students' information literacy.	3.65 (.754)	3.70 (.757)
Connecting students to a vast network of knowledge via eLearning can enhance learning.	3.82 (.739)	3.80 (.775)
Students can develop a deeper understanding of the subject matter when eLearning is used.	3.47 (835)	3.41 (.808)
Peer and collaborative learning amongst students is promoted by the use of eLearning.	3.48 (.862)	3.55 (.832)
Subject websites facilitate communication between students and teachers.	3.66 (.848)	3.75 (.799)
eLearning encourages students to become more active and independent learners.	3.63 (.897)	3.69 (.838)

As shown in Table 1., staff had moderately positive views about eLearning at the start of the project. Overall, the mean scale score for beliefs about eLearning did not change from 2009 (m=55.89, sd=8.31) to 2010 (m=56.55, sd=8.15) indicating that staff views about the benefits of eLearning remained relatively stable over this time. Across the 15 items in the beliefs about eLearning scale, only one increased significantly – this was the item "eLearning makes it easier to cater for different learning styles and learner backgrounds." ($t(540)=2.29$, $p<.025$). In contrast, responses to the items on the 17-item scale measuring the eLearning culture at PolyU showed a small, but statistically significant increase from 2009 to 2010 – see Table 2 for descriptive statistics for items in this scale. The mean scale score in 2009 was 60.84 (sd=8.10) compared to 62.94 (sd=10.02) in 2010 showing a significant increase in the extent to which staff agreed with statements relating to a positive and supportive eLearning culture at PolyU ($t(540)=2.429$, $p<.025$). While this is only a small increase, it is in the right direction and shows that across the time of the 3C project, staff perceive that the eLearning culture at PolyU has become more positive.

Table 2 Responses re beliefs about PolyU's eLearning Culture

Item	2009 Mean (SD)	2010 Mean (SD)
Teaching and learning are valued at PolyU.	3.85 (.872)	4.03 (0.838)
My Faculty/School values teaching and learning.	3.70 (.857)	3.84 (.840)
eLearning is a priority area at this university.	3.32 (.806)	3.48 (.856)
Within my Faculty/School, eLearning is considered very important.	3.31 (.711)	3.43 (.873)
Staff in my department who use eLearning receive appropriate recognition.	3.17 (.776)	3.24 (.886)
There are rewards for staff at PolyU who use eLearning in their teaching.	3.12 (.794)	3.17 (.857)
Research into teaching and learning is important at PolyU.	3.79 (.892)	3.89 (.827)
PolyU has the right infrastructure to support eLearning.	3.54 (.816)	3.73 (.852)
Within my Faculty/School there is good support for eLearning.	3.28 (.787)	3.46 (.864)
There is good support for the eLearning technologies I use in my teaching.	3.30 (.720)	3.34 (.781)
There is sufficient funding for eLearning at PolyU.	3.12 (.734)	3.14 (.781)
Resources are available to assist those at PolyU who use eLearning in their teaching.	3.30 (.762)	3.45 (.780)
There are practical measures in place to support eLearning here at PolyU	3.31 (.724)	3.40 (.792)
Staff at PolyU have the skills needed to use eLearning effectively in their teaching.	3.19 (.735)	3.30 (.885)
Students at PolyU have the skills needed to use eLearning effectively in their studies.	3.45 (.777)	3.60 (.779)
I have access to digital learning resources relevant to my teaching.	3.41 (.689)	3.50 (.750)
I am supported by colleagues at the University in my eLearning endeavours.	3.31 (.713)	3.44 (.783)
There are opportunities to collaborate with others at PolyU on eLearning projects	3.36 (.735)	3.50 (.794)

It is important to note that these quantitative data measures did shed further light on the success of the 3C model and framework and with the information drawn from the needs analysis and surveys we were able to compare changes in the use of eLearning and blended learning at PolyU. However, it was only the eLAs who were involved in all aspects of the 3C model as implemented via the 3C project in specific ways (such as contributing directly to the eLearning symposium) and across all instances (via their ongoing feedback at the monthly meetings and beyond).

Insight into strategies for cultural change regarding blended learning in university can be gained from Gladwell's (2002) book, "The Tipping Point". Tipping points are the levels at which the momentum for change becomes unstoppable. Gladwell described the factors below as related to change. These are described below with the related alignment with the 3C model and deliverables indicated in brackets:

- "The Law of the Few", or, as Gladwell stated, "The success of any kind of social epidemic is heavily dependent on the involvement of people with a particular and rare set of social gifts". (p.33). (This relates to the establishment of the eLAs as agents of change and their role in providing a contextual awareness of teaching and learning challenges specific to a department, as well as to the use of international experts in order to generate a critical mass and reinforce the aims of the project re a change in blended (e)Learning).
- "The Stickiness Factor", the specific content of a message that renders its impact memorable. (This is identified as related to the development of the Strategic Professional Development Plans as developed in close collaboration with stakeholders, and the implementation of the eLearning Showcase, Symposium and Awards.
- "The Power of Context" suggests that human behaviour is sensitive to and strongly influenced by its environment. As Gladwell stated, "Epidemics are sensitive to the conditions and circumstances of the times and places in which they occur". (p.139). (This is identified as related to key considerations of the context in which the 3C model was development and implemented as previously outlined.

The 3C model was also influenced by Rogers' (2003) theories regarding innovation diffusion. According to Rogers, an innovation is "an idea, practice, or object that is perceived as new by an individual" (2003, p. 12). He describes that when a person first learns of an innovation, in this case the 3C model and deliverables he/she has entered into the first stage of the "innovation-decision process" (p.20). Rogers defined this process as "the process through which an individual … passes from first knowledge of an innovation, to the formation of an attitude toward the innovation, to a decision to adopt or reject, to implementation and use of the new idea, and to confirmation of this decision" (2003, p. 25). The timing of a person's passage

through the innovation-decision process is partially dependent upon their views of the innovation's characteristics. Rogers (2003) described five such characteristics: (a) relative advantage, (b) compatibility, (c) complexity, (d) trialability, and (e) observability (p.229). These five stages have been considered at a meta-level across the 3 foci of collaboration, community and context and used in framing some of the specific approaches used in order to engage with staff. These approaches are described below;

Relative advantage is "the degree to which an innovation is perceived as being better than the idea it supersedes" (Rogers, 2003, p. 229). In relation to the 3C model the eLA's assessment of relative advantage could draw on their perceptions of the prestige of being involved in the project, the possible time required to be involved, the allocation of $12,000 professional developemnt funding and perhaps even their previous relationship with the project leader (and researcher). (As supported by Allard, 2003).

Compatibility is "the degree to which an innovation is perceived as consistent with the existing values, past experiences, and needs of potential adopters" (Rogers, 2003, p. 240). This relates to the 3C focus on "context" and the alignment of resources and support appropriate to the need. Also to the idea that the implementation of the 3C project as a larger scale version of many similarly funded projects and did build on this culture and expectations. Allard, (2003) suggests that an extension of the current context can assist in an innovation being more likely adopted.

Complexity is "the degree to which an innovation is perceived as relatively difficult to understand and use" (Rogers, 2003, p. 16). This was a consideration in the development of the eLM, Learning Design Templates and the process used to address this was to involve the eLAs to seek feedback early and often. Workshops and Roadshows were also conducted in order to dispel the myths around what is or is not possible with eLearning.

Trialability is "the degree to which an innovation may be experimented with on a limited basis" (Rogers, p. 257). Rogers goes on to suggest that innovations that can be trialled first "are generally more accepted and adopted

partly because they help dispel uncertainty" (Rogers, p. 258). This was supported via the use of the eLA community meetings and involving the eLAs in the prototypes of the eLM and LDT.

Observability is "the degree to which the results of an innovation are visible to others" (Rogers, p. 258). This aligns with the 3C goals around communication and the focus on providing opportunities to see concrete examples of blended (e)Learning via the Showcase, Symposium and regular eLA community discussions.

2.6 Summary of Literature

The literature perspectives described in this chapter have situated the 3C project, its aims, objectives and deliverables across considerations of context and policy, the increasing need for higher education to plan for and consider eLearning / blended learning, the specific model of the 3C approach across "Collaboration, Community, Context (and Communications)", and this approach as aligned with theories related to institutional change. These perspectives provided an additional lens for the practitioner / researcher to consider when analysing the data as drawn from the eLA interviews. The next section outlines the research method and design, before presenting the findings of the interviews as the primary focus of this research study.

3. METHODOLOGY

3.1 Introduction

The researcher has so far addressed the evaluation of the 3C model as an approach for institutional change pertaining to Blended (e)Learning from several viewpoints. This involved, first, an introduction to the study detailing the significance, conceptualization, objectives and aims. Then, a literature analysis was conducted, in which many perspectives relating to the 3C model and associated project deliverables and approaches were situated within current research. In this next chapter the research methodology and research design are presented.

For this study a distinction was made between research method and design. The research method pertains to the lens through which the researcher went about the study via a qualitative case study approach, and is described first. Then the research design is discussed, indicating the specific nature of how the study was conducted, i.e. - data collection, data analysis, structure, context and the organization of the study, and the focus on using interview and finally some key considerations regarding the research validity and methods therein.

3.2 Research Method

A qualitative case study research methodology, with a practitioner / researcher role, was adopted in this study. The case study research method is context specific, collaborative and interventionist. It pays attention to context, receptivity to emergent themes, and a focus on the interpretive understanding of the participants' context and thus suited the intention of this study. The methodology of the proposed study, in essence, followed the case study structure as outlined by Burns (1990). For the purpose of this case study, the structure was as follows:

Stage 1 - Observation

Stage 2 - Deep probing and intensive analysis

Stage 3 - Multifarious phenomena and life cycle

Stage 4 - Generalization about the general population

Also, the following factors were identified as related to the suitability of a qualitative research method and are paraphrased from conversations with colleagues (Armatas, C, 2009, pers. comm., June 22), and many literature perspectives (Strauss, 1987; Sullivan, 1996; Bogdan & Biklen, 1992; Silverman, 2001; Flick, 2004). In particular, the influence of Patton (2002, pp. 40–41) was acknowledged. His suggested "Twelve Major Characteristics of Qualitative Research" are indicated below alongside where appropriate the relationship to the 3C model, approach and participants:

Naturalistic inquiry;
The study was situated within a real-world context with a focus on a non-manipulative and non-controlling openness to situations as they unfolded naturally. The investigation thus occurs in a 'natural setting', which in this case was the university with the researcher also being a practitioner in this context.

Design flexibility;
The researcher avoided a rigid design methodology and exhibited openness to adapting the inquiry as situations emerged that allowed new paths of discovery to be explored. The study attempted to identify and categorise what the eLAs said as related to this strategic project. The focus was on the eLA role since, as Burns (1990, p. 8) stated, "the human element has become recognized increasingly as a critical and determining factor in the definition of truth and knowledge".

Purposeful sampling;
The sample for the study of the eLA interviews was selected because it was information rich, illuminative and offered useful manifestations of the case study under investigation rather than empirical generalization.

Qualitative data collection;
The data collection methods were generally more accessible to qualitative interpretation. Interviews were utilized to document a detailed, thick

description and captured direct quotations about personal perspectives and experiences.

Personal experience of the researcher:
The researcher had sustained contact with the research context and with the eLAs and hence his personal experiences and insights were critical in understanding and delimiting the study.

Empathic neutrality:
When interviewing, the researcher sought an empathic vicarious and non-judgmental understanding and responsiveness to the context. The role of practitioner / researcher and his participation and interaction were vital to understanding the responses; his personal knowledge of the context permitting a deeper and more valid analysis of motives, intentions and perspectives. The use of interview is expanded on further in section 3.3.1.

Dynamic context:
The researcher was conscious of the context as a dynamic system and within an attention to process also assumed change as ongoing force.

Triangulation and validity:
Use of a colleague as a "critical friend" (Day, 1999. p.41) provided collegial interaction, collaboration, peer scrutiny, review and contributed to validity. (Further notions of validity are expanded on in section 3.4.).

Inductive analysis:
The discovery of important patterns within the specifics of the data was facilitated through immersion in the details and specifics of the emergent themes and inter-relationships. Different processes of inquiry within and between the differing phases of investigation were employed. Each phase was initially regarded as discrete, and all data were collected before any conclusions were drawn, thus implying an inductive data analysis (Bogdan & Biklen, 1992).

Holistic perspective:
The research context was conceptualised as a complex system incorporating more that the sum of its parts.

Context sensitivity:
The findings were viewed from the perspective of the context of the study, but also acknowledged the influences of historical meaningfulness as represented by the perspectives of the reviewed literature and the respective histories of the eLAs at the institution.

Voice, perspective, and reflexivity:
The practitioner / researcher was reflective about his voice and perspective; while acknowledging that complete objectivity was impossible, the emphasis was on the researcher maintaining balance with an understanding and focus on authenticity.

This research was context-specific, collaborative and interventionist. It exhibited attention to context, receptivity to emergent themes, and a focus on the interpretive understanding of the participants from a practitioner / researcher perspective.

3.3 The Role of a Practitioner / Researcher

The purpose of research can be seen as an opportunity to contribute to new knowledge and new understandings, (Bassey, 1995). The purpose of practitioner research and, I would suggest, an essential and desirable component of a Professional Doctoral program, is to "put that new knowledge to practical use". Robson (2002, p.535) in "Real-World Research" listed the following advantages of the practitioner / researcher role:

1. "Insider" opportunities: In which the Practitioner / Researcher would have prior knowledge and an understanding about the context and the people involved.
2. "Practitioner" opportunities: which identify that due to the involvement of the Practitioner / Researcher there is likely to be a reduction of possible implementation problems.

3. “Practitioner / researcher” synergy: Describing how the practitioner insights and researcher role assist in the design, implementation and analysis of the data.

In research generally and in Practitioner / Researcher specifically it is important to identify two important considerations. Firstly, how can the researcher demonstrate that an interpretative awareness (Marton, 2000) has been maintained throughout the research process? And secondly, how has the researcher managed to be wholly present in the case study and to known theories and prejudices? The concept of triangulation was valuable in addressing these questions. In particular the use of a “critical friend” as advocated in “Practitioner Research and Professional Development in Education”, by Campbell, McNamara and Gilroy (2004, p. 86). In this study, the colleague who was invited to take the role of critical friend interrogated the respective phases of inquiry and the data obtained via the eLA interviews in order to assist the Practitioner / Researcher in addressing these concerns.

3.4 Ethical Considerations and the Practitioner / Researcher

Researchers and theorists have articulated particular ethical concerns for qualitative research (de Laine, 2000; Hadjistavropoulos & Smythe, 2001), and practitioner research (Campbell and Groundwater-Smith, 2007), acknowledging that ethical research must consider the whole person and the "moral career" of the inquirer (Schwandt, 1995). Full-time working professionals such as the practitioner / researcher must balance academic, professional, funding and personal commitments and it has been suggested that ethical concerns cut across disciplinary, personal and professional concerns (Johnson & Altheide, 2002).

In the process of conducting this practitioner / researcher case study, it was essential to consider and manage many ethical issues raised by the study, such as potential conflict of interest between the practitioner / researcher and other participants or stakeholders, matters of confidentiality, the selection of the participants, potential conflicts between the roles of the practitioner and researcher, the relationship between the practitioner / researcher and, since this was a funded project, the

adherence to institutional ethical processes and practices, the research method, design and presentation of the findings, and the impact that sharing the findings may have on the relationships, institution and the practitioner / researcher's own professional practice.

Practitioner research is systematic inquiry carried out by a practitioner into the work he or she does, with the aim of learning, understanding and improving the outcomes of that work. In this instance the study (and work being researched) used a qualitative practitioner / researcher case study approach to evaluate the 3C model, utilizing data drawn from interviews conducted at the completion of the funded project with a group of 16 eLearning Advocates (eLAs). The key research question was: "*What are the qualitatively different ways the eLearning Advocates perceive the 3C model as an approach for blended (e)Learning institutional change*"? In terms of the ethical considerations relating to this research being a funded project, and how this may have influenced the research approach, data and potential associated benefits, it should be noted that the research was conducted at the very end of the project and after the final report had been presented to the funding body. This was done deliberately to mitigate any potential conflict of interest or possible perceptions of the findings from this research being influenced by the funding stakeholder's expectations or the associated report.

There were some ethical concerns related to the fact that the practitioner / researcher was involved intimately with the context and participants being researched. The practitioner / researcher knew most of the eLAs prior to the commencement of the 3C project and this research study. He had an obvious existing relationship with the subjects of the research that would have been impossible to reconstruct as it was already firmly established. However, in paraphrasing Robson (2002, p.535) in "Real-World Research" the following lists the advantages of the practitioner-research role and this type of relationship;

1. 'Insider 'opportunities refers to the benefits of having pre-existing knowledge and an experience base about the situation and the people involved, this leading to richer and more nuanced data drawn from the interview.
2. 'Practitioner' opportunities refer to a reduction of implementation problems due to the existing relationships and knowledge of the context and structures.

3. ‘Practitioner-researcher’ synergy refers to the insights of the role in helping with the design and analysis.

Further teasing out of ethical considerations regarding the relationship of the practitioner / researcher with participants necessitates the unpacking of some conventional ethical considerations including benefit, consent, withdrawal and confidentiality. These considerations included, for example, whether the practitioner / researcher changed the research environment through exploring it (issues with perceptions of ‘benefit’ and the relationship to the funded project); whether the practitioner / researcher knew the participants (issues with true consent and the ability to withdraw from the study); whether the role of the practitioner / researcher as project leader and professional colleague could influence possible considerations regarding power relationships (issues with benefit and the participants’ frankness and confidentiality); and whether the researcher was wearing other hats e.g. educational developer/ professional colleague / 3C project leader (issues with benefit and consent).

The existing relationship with the eLAs was considered to be of great benefit to the ‘truthfulness’, and ‘genuine’ responses of the interviewees as most of the participants had some knowledge of the practitioner / researcher and his role within the institution prior to the study commencing and via the monthly regular eLA community gatherings and their involvement with all aspects of the nine deliverables of the 3C project. As such they had developed a reasonable professional working relationship with the practitioner / researcher and a sense of trust and respect. This did not equate with universally positive responses across all areas of the research questions being explored, but rather allowed the eLAs to account for their versions of the ‘truth’ from a perspective of mutual trust. As part of the research analysis the interview data, as an iterative work-in-progress, were also shared with a critical friend who, whilst having some experience of the eLAs, had a different relationship then the practitioner / researcher. The critical friend’s confirmation of the data and also input into the formation of the themes was an external eye, mitigating possible factors of bias due to the existing relationship and power structures in the interview process.

As stated earlier, the main aim of the research study was to evaluate the 3C model as an approach for blended (e)Learning institutional change. This was achieved by analysing interviews with 16 eLearning advocates (eLAs), and interviews with the eLAs were chosen to be the focus of this research for the following reasons:

- they were drawn from all faculties and schools,
- they were involved in all aspects of the 3C project and all deliverables across the 2 years, and they represented a cross-section of roles in the institution, including Professors, Departmental Heads, Chairs of Departmental Learning and Teaching Committees, Senior Teachers, Senior Researchers, volunteers (and the volunteered) and Library / ITSU and eLearning support staff,
- they represented diverse views; while they were "eLearning Advocates' in name, they represented a cross-section of skill sets and positive or negative opinions about the use of technology as they were nominated OR self-nominated via their respective Deans or Heads and,
- they had the most consistent and lived experiences of the 3C model (and project deliverables)

Acknowledged within the context of this study and the stakeholders involved is the relationship to Fox, Martin and Green's (2007) considerations about "Working with the shadow side of organizations". Fundamental to this is recognizing that each of the eLAs constructed different views of the research. These views reflected:

- eLA's individual differences, including their backgrounds and experience of research
- Their roles and positions in the university
- Their expectations that the research would harm or benefit them
- The culture of the organization

Similarly, the practitioner / researcher had multiple roles and expectations in this research and concurrent work situation; this was inherent in the conjoining of the two roles 'practitioner' and 'researcher'. The inevitable overlap of research and practice entails the possibility of competing rights and responsibilities. The practitioner / researcher in this study had privileged access to the eLA participants to conduct this research, and the inherited beneficence of the practitioner /researcher role reflected that position. Steps undertaken in capturing the respective experiences of the eLAs and in considering the benefits and possible bias of the practitioner /

researcher role within the process were identified carefully and referenced explicitly in the study. Specifically, during the interview process, the interviewer tried to maintain a professional relationship by wording possible areas of debate in a neutral way in order to avoid 'preaching' or 'leading' respondents towards predetermined responses.

Any researcher needs to consider how prospective participants can give 'true' consent, free from pressure or influence. This is particularly the case for practitioner/ researchers. Pre-existing relationships with people in their 'field' will mediate the channels through which consent is obtained. In this regard, from the very beginning, each of the eLearning Advocates was given a clear choice and the opportunity to participate in the interview process (or not). And although this choice was mediated via the existing relationship that the practitioner / researcher had with the eLAs, it was also identified that this was inherent in the nature of the practitioner / researcher role and this research approach.

The practitioner / researcher did consider carefully the potential conflicts of interest within the ethics application and explored with the participants, via the monthly community meetings and prior to the interviews being conducted, the limits of responsibility to the employer/ organisation/ profession and the limits of the promise of confidentiality to participants. These limits were reflected explicitly in the information sheets, consent forms and discussion with the practitioner / researcher's doctoral supervisors, Head of the Department and each eLA. Of note in this regard is that both the practitioner / researcher's institution and the professional doctoral programme have rigorous processes to ensure the above considerations in approving the project prior to commencement and associated ethical clearances.

Ethical procedures were followed, as stipulated by both the requirements for Human Ethics Clearance at PolyU (refer to Appendix 1 and 2 for a copy of the consent form for the Advocates and Students) and the University of Middlesex requirements. Participation was voluntary and the participants could have withdrawn at any time. In reporting the results of this research, the participants are referred to anonymously and only aggregated data or de-identified results or comments have been used. However, depending on their roles, it may be possible to identify participants, and this was specified on the informed consent form.

Sandberg's (1994) quotation below summarizes many of the ethical dilemmas and considerations that have been explored in this chapter. He stated that:
The researcher must demonstrate how he/she has dealt with his/her intentional relation to the individuals' conceptions being investigated. That is, in order to be as faithful as possible to the individuals' conceptions of reality, the researcher must demonstrate how he/she has controlled and checked his/her interpretations throughout the research process: from formulating the research question, selecting individuals to be investigated, obtaining data from those individuals, analysing the data obtained, and reporting the results (p.209).

Within this chapter the practitioner / researcher has explicitly identified in this study how ethical issues relating to; potential conflicts of interest, choice of the research subject, matters of confidentiality, the tension and benefits of the practitioner / researcher role, the relationship between the practitioner / researcher and this as a funded project, and the adherence to institutional ethical processes and practices as aligned to the research method, design and presentation of the findings. The next section outlines the research design approach, including further clarification regarding the choice of interview as the data source, before presenting the data management and codification systems.

3.5 Research Design

Research design can be considered a "blueprint" (Philliber, Schwab & Samsloss, 1980, p.135) for research involving four key questions: "what questions to study?, what data are relevant?, what data to collect?, and how to analyse the results?" (Philliber, Schwab & Samsloss, 1980, p.136). The question under study for this research being: "*What are the qualitatively different ways the eLearning Advocates perceive the 3C model as an approach for blended (e)Learning institutional change*?" The following sections outline the interview approach and the specific data collection, management and analysis techniques.

3.5.1 The Interview

Since the methodology of the study followed a qualitative case study tradition, interviews were used to collect the data. The interviews were conducted with 16 eLAs after the completion of the project. These eLAs were drawn from representative areas and roles across the university.

As mentioned earlier, one of the reasons the interviews with the eLA's were chosen to be the primary data source for this research was that they were representative of their respective roles in the University. They ranged in employment time at PolyU from 5 years to 30 years and generally represented a cross-section of positive and negative opinions on the usefulness of eLearning, despite being eLearning advocates. Some had volunteered for the position and some had been nominated.

During the interviews, the interviewer strove to remain neutral in both verbal reassurances and body language, thus encouraging the eLA's to talk. This is aligned with the qualitative naturalistic approach, as it enables the attention to remain on "the way in which the interviewee understands the chosen concept" (Bowden 1994, p.9). In particular, this provided the interviewee with the ability to, "choose the dimensions of the questions they want to answer" (Marton, 1986, p. 42).

The advantage of using an interview as the method of data collection for this research lies in its flexibility. This allowed the practitioner / researcher (the interviewer) an ability to freely explore the eLA's perceptions of the 3C model and factors therein. In this qualitative case study research the interview structure was established to preserve the nature of exploration across the data collection process. In this regard, the interviews "should not have too many questions made up in advance, and nor should there be too many details determined in advance" (Marton, 1992, p. 258). However, this exploratory approach may also be challenging. There may be challenges in the amount of time taken to transcribe the data and in the categorisation of the data in such a "free-flow" environment. The practitioner / researcher sought to overcome this potential problem through the use of ten broad questions provided below.

Each eLA was provided with the following questions prior to the interview session, and their responses formed the primary data source for this study.

1. Please introduce yourself. How long have you worked at PolyU? What do you teach? / your role?
2. Please describe your own use of Blended Learning.
3. Please describe what you consider to be the Blended Learning culture at PolyU.
4. What do you feel are the successes PolyU has achieved in the area of Blended Learning?
5. What do you feel are the main barriers to Blended Learning?
6. Please describe the students' use of technology at PolyU in your experience.
7. What do you think about the eLA role and community of practice?
8. What do you think are the main benefits / challenges in being responsive to context?
9. What are your thoughts about the 3C approach to enhancing the blended learning culture (challenges, successes so far, other approaches to consider)?
10. Any other comments?

These questions were not adhered to strictly, and each eLA interviewee was allowed to comment broadly using these as framing considerations.

Kemmis and McTaggert (2008) described interviewing as useful as a means of improving understanding in interpretive research designs. It is a way of collecting subjective meaning (Arsenault and Anderson, 1998), and interviewing, in this instance, is seen as a straightforward way of trying to discover what people think (Kvale, 1996).

Paulus, Lester and Dempster (2014) in their book entitled, "Digital Tools for Qualitative Research" identify the usefulness of using a recording device to support interviews in qualitative research. Also, as early as 1977, in relation to the use of a digital audio recorder and its impact on the interviewees, Metzler (1977) suggested that the use of a digital audio recorder wouldn't influence whether or not a person will speak openly.

> *Far from intimidating the source, the recorder permits vastly greater rapport. Freed of the cumbersome mechanics of note taking, reporters find that they can concentrate for the first time on the fine nuances of conversation. They begin to ask more sensitive and perceptive questions.* (Metzler, 1977, p. 125)

Initial experiences with recorded interviews (Thompson & Holt 1996) has led to the conclusion that, similarly, using a digital audio recorder has enabled concentration on what was being discussed, rather than attempting to accurately record it via other means such as handwriting. Gorden (1975, pp. 274-275), as quoted below, identified situations where he believed the digital audio recorder to be useful:

> *"where the information is complex; the flow of relevant information is rapid; there is a wish to explore unanticipated types of response and there is a certainty of relevance; there is a significance in the precise words used and in the order in which ideas are expressed; the sequence of topics is unstructured; there is a desire to optimize personal relations".*

These advantages indicate that the use of a digital audio recorder influences not only the interview but also the way the data is collected. These perspectives support and align with the researcher's choice to use a digital audio recorder during the eLA interviews.

3.5.2 Data Management Systems

An essential aspect of the interview transcript analysis was to find appropriate methods to manage the large amount of data involved (Åkerlind, 2005). The aim was to consider the interview data as a whole. Yet, it would have been a very difficult task to consider all possible aspects of 16 or more interview transcripts at one time without a procedure in place. The need to manage the qualitative data in an appropriate way, without reducing its integrity, has been considered by different researchers (Bogdan and Biklen, 1992). The emphasis on an iterative process, reviewing the data from different perspectives at different times is one of the most common methods.

The following was the approach taken when reviewing the eLA interview transcripts in order to identify the various categories of description. These are based on the approaches as described by Bowden (1994), Marton (2000) and (Åkerlind, 2005) of researchers' approaches to analysis. These were:

- Focusing on the meaning or structural components
- Considering the differences and similarities within and between categories
- Attempting to resolve or understand mismatches or inconsistencies, and
- Focusing on "borders" and those that do not fit the proposed categories.

The underlying aim across each of these approaches was to shed light on the aspects of the categories of description individually and as a whole.

The research approach taken did not start with predefined categories or variables and an assumed generality of meaning, instead "generality is [was] something that is empirically explored" (Svensson 1997, p. 167). In order to reduce the transcriptions of 16 eLA interviews to a useable form, a mechanism for grouping the data was utilized. Thus, rather than becoming "lost in a sea of significance", the researcher sought to manage the data as collated by adopting the recommendations made by LeCompte, Milroy and Preissle (1992) in incorporating the following four stages:

1. Detailed descriptive markers of the interviews were used to note specific details, relevance of common terms, and themes.
2. A procedure for labelling and indexing all interview data that was revised as necessary. This procedure assisted in making the data more accessible and assisted in the recursive assessment of emerging themes and patterns.
3. An adequate data collection and data management system was used that included a process for tracking and noting researcher bias. Sandberg's (1994) notion of reduction was addressed, as well as Entwistle's (1997) caution regarding abandoning the experiential too soon, hence letting the eLAs account for their perceptions of the 3C model and associated deliverables within their own frames of reference and using a colleague as a critical friend, to assist in identifying any possible researcher bias.
4. Through the use of indexing, reviewing and reflecting, the researcher looked for patterns and themes in the data.

These four stages were followed as part of the data management procedures in considering comments from the eLA's and in order to identify different categories and clusters of description. In order to "delimit categories and to communicate their meaning", a set of "judgment instructions" were written specifying the differences between categories and provided illustrative examples of the identified clusters and descriptions (Säljö, 1988, p. 45). Below is a sample of these stages, as applied to one part of an eLA transcript. This process has been presented here via highlighted areas, font colours and notes as an illustration of the process and "judgment instructions" (Säljö, 1988, p. 45) utilised; these are representative of the use of highlight pens, sticky notes, markers, notations and illustrations across the interview transcripts in both Word and Excel.

Example of Stage 1: [Transcript of Interview with eLA3] Detailed descriptive markers of the interviews were used to note specific details, the relevance of common terms, and themes. Each transcript was first scanned and a highlighter was used to identify key phrases and terms. Detailed notes were included in the margin to tease out key points, and note emergent areas and possible alignment with literature perspectives.

Table 3 Example of Data Codification Stage 1

First I will talk about for undergraduates, right. For undergraduates, basically I use so-called, you know, a certain level of blended learning in a way that - honestly I only use the…uploading my materials…teaching materials on the web as well as the course work and also still some link, right. Ok. Linking the references. …uploading materials, building some links to the reference available in the library for reference of the students. Honestly, I built them. I uploaded the materials there basically for the main purpose. The main purpose is to make the delivery of the course enhance the efficiency on delivering the course so that students, once they go to the web, they can all get whatever materials I offer to them	*Student Cohort Level - Undergrad1,2* *Blended Learning1* *eLearning Use1* *Note re efficiency* *(Lit refer to Bonk levels of Blended Learning*

straight away, right. But basically the main purpose on this is for improving efficiency between the student and me. And then the...when it come to the e-elements that I use for postgraduate students on postgraduate subjects, I upload more elements there in a way that is not only uploading the teaching materials, coursework. I also do a lot of interactive activities, for example, some exercise, matching exercises, multiple choice. The main purpose, why I built these, apart from enhancing the efficiency of the delivery, I also want to use them to stimulate the interests of the students. Because you know, I won't see them often. And therefore I hope that using these interactive activities, it will enhance their interests more in my subject. Apart from that, of course I use video. Because, like the video offered by relevant governmental departments would be more informative than what I shared with the students. *[Interviewer] Did you find the student like the postgrad or undergrad. They like…you know, they have some good feedback about the…* The use of e-element? Of course they like that. But why I haven't put much effort to build, develop built much interactive activities for the undergraduate students? I did that before, but it's really time consuming. Ok, only if I can …if time allows, I can do them. *[Interviewer] So you need ideally more support.* [eLA3] Yes.	*Efficency 2* *Student Cohort Level - Postgrad1,2* *eLearning Use2 (Lit Ref to Active eLearning activities)* *Note re efficiency* *Note re student interest and timing of F2F class* *Student preference and interest* *eLearning activity re Video* *note re eLearning or e-element and staff effort,* *Reference to time as a key factor* *Reference to support*

Example of Stage 2: [Transcript of Interview with eLA3], a procedure for labelling and indexing all interview data that were revised as necessary. This procedure assisted in making the data more accessible and assisted in the recursive assessment

of emerging themes and patterns. Emergent themes were indicated via various font colours or sticky notes / notations.

Table 4 Example of Data Codification Stage 2

First I will take about for undergraduates, right. For undergraduates, basically I use so-called, you know, a certain level of blended learning in a way that - honestly I only use the…uploading my materials…teaching materials on the web as well as the course work and also still some link, right. Ok. Linking the references. …uploading materials, building some links to the reference available in the library for reference of the students. Honestly, I built them. I uploaded the materials there basically is for the main purpose. The main purpose is to make the delivery of the course enhance the efficiency on delivering the course so that students once they go to the web they can all get whatever materials I offer to them straight away, right. But basically the main purpose on this is for improving efficiency between the student and me. And then the...when it come to that e-elements that I used for postgraduate students on postgraduate subjects I upload more elements there in a way that not only uploading the teaching materials, coursework. I also do a lot of interactive activities. For example like some exercise, matching exercise, multiple choice. The main purpose, why I built these, apart from enhancing the efficiency of the delivery, I also want to use them to stimulate their interests of the students. Because you know, I won't see them often. And therefore I hope that using these interactive activities, it would enhance their interests more in my subject. Apart from that, of course I use video. Because like the video offered by relevant governmental department which would be more informative than what I shared with the students.	*Student Cohort Level - Undergrad1,2* *Blended Learning1* *eLearning Use1* *Note re efficiency* *(Lit refer to Bonk levels of Blended Learning* *Efficency 2* *Student Cohort Level - Postgrad1,2* *eLearning Use2* *(Lit Ref to Active eLearning activities)* *Note re efficiency* *Note re student interest and timing of F2F class* *Student preference and interest* *eLearning activity re Video*

[Interviewer] Did you find the students like the postgrad or undergrad. They like…you know, they have some good feedback about the… The use of e-element? Of course they like that. But why haven't I haven't put much effort into building, developing many interactive activities for the undergraduate students? I did that before, but it's really time consuming. Ok, only if I can …if time allows, I can do them. *[Interviewer] So ideally, you need more support.* [eLA3] Yes.	*note re eLearning or e-element and staff effort,* *Reference to time as a key factor* *Reference to support*

Example of Stage 3: [Transcript of Interview with eLA3], an adequate data collection and data management system was used that included a process for tracking and noting researcher bias, using a critical friend to assist in identifying any possible researcher bias. The notation CF has been used to indicate the input at this stage from the critical friend.

Table 5 Example of Data Codification Stage 3

First I will take about for undergraduates, right. For undergraduates, basically I use so-called, you know, a certain level of blended learning in a way that - honestly I only use the…uploading my materials…teaching materials on the web as well as the course work and also still some link, right. Ok. Linking the references. …uploading materials, building some links to the reference available in the library for reference of the students. Honestly, I built them. I uploaded the materials there basically is for the main purpose. The main purpose is to make the delivery of the course enhance the efficiency on delivering the course so that students once they go to the web they can all get whatever materials I offer to them	*Student Cohort Level - Undergrad1,2* *Blended Learning1* *eLearning Use1* ***CR – most staff seem to use eLearning at this basic level, how to we push the envelope?***

straight away, right. But basically the main purpose on this is for improving efficiency between the student and me. And then the...when it come to that e-elements that I used for postgraduate students on postgraduate subjects I upload more elements there in a way that not only uploading the teaching materials, coursework. I also do a lot of interactive activities. For example like some exercise, matching exercise, multiple choice. The main purpose, why I built these, apart from enhancing the efficiency of the delivery, I also want to use them to stimulate their interests of the students. Because you know, I won't see them often. And therefore I hope that using these interactive activities, it would enhance their interests more in my subject. Apart from that, of course I use video. Because like the video offered by relevant governmental department which would be more informative than what I shared with the students. *[Interviewer] Did you find the students like the postgrad or undergrad. They like…you know, they have some good feedback about the…* The use of e-element? Of course they like that. But why haven't I haven't put much effort into building, developing many interactive activities for the undergraduate students? I did that before, but it's really time consuming. Ok, only if I can …if time allows, I can do them. *[Interviewer] So ideally, you need more support.* [eLA3] Yes. *[Interviewer] So you need ideally more support.* [eLA3] Yes.	*Note re efficiency* *(Lit refer to Bonk levels of Blended Learning Efficency 2* *Student Cohort Level - Postgrad1,2* *eLearning Use2* *(Lit Ref to Active eLearning activities)* *Note re efficiency* *Note re student interest and timing of F2F class* *Student preference and interest* ***CFR – Consider a theme around Efficiency, support, time*** *eLearning activity re Video* *note re eLearning or e-element and staff effort,* *Reference to time as a key factor* *Reference to support* ***CF – be careful that you haven't led the response re support, check against other clusters and themes***

Example of Stage 4: [Transcript of Interview with eLA3] Through the use of indexing, reviewing and reflecting, the researcher looked for patterns and themes in the data. An Excel spread sheet was used to start to capture the emerging patterns of responses and themes; this included an area for the practitioner / researcher's own

reflective notes. The critical friend also had input into this stage, as indicated via the CF notation.

Table 6 Example of Data Codification Stage 4

Emerging Pattern or Theme	Indicative quote / Data	Reflective notes
Types of eLearning activities	uploading my course materials I use video, for example some exercises, matching exercises, multiple choice. The main purpose, why I built these, apart from enhancing the efficiency of the delivery, I also want to use them to stimulate their interest	Note reference to literature (Curtis Bonk) and query re level of difficulty in a task as corresponding to positive or negative feedback
Student Cohort Level	Undergrad Postgrad	Query re how many of the eLAs teach undergrad or postgrad, are most of the comments biased in one space
Comments re Student Attitude	- it would enhance their interestmore in my subject	Do students like eLearning or like technology, note re Dianna Lauriallard comment
Staff Attitudinal comments	Of course they like that. But haven't I put much effort into building, developing many interactive activities for the undergraduate students? I did that before, but it's really time consuming.	
Support	Comment re support	CF -Note possible bias And follow up re is support related to

		time, professional development, finding, community, recognition?
Time	I did that before, but it's really time consuming. Ok, only if I can …if time allows, I can do them. - enhance the efficiency - the main purpose of this is for improving efficiency between the student and me	Note many references to eLearning an efficiency! CF recommendation to consider this as a main theme

The use of interview as the data source aligns with many literature perspectives on the appropriateness of this methodology with a qualitative case study research tradition (see for example, Bogdan and Biklen, 1992; Arsenault, and Anderson, 1998; Flick, 2004). The next section outlines the data codification system before then expanding on this section's explanation of the data analysis processes.

3.5.3 Data Codification Systems

The interview responses were coded to allow anonymity. Also, if a specific department or person was mentioned, the name was removed from the transcript. For example; "Asian society in {university name} is a very obedient authority, so the LTC will think that, "Ah, because this one is real, because {senior administrator} has attended" [eLA8].

3.5.4 Data Analysis Procedures

The collected data were analysed based on a qualitative case study research tradition and used the data management and codification systems as previously outlined. The data analysis then focused on identifying a set of qualitatively distinct descriptive categories. These were developed from how the eLAs perceived, (experienced, understood, or conceptualized) the 3C project's various deliverables as evident of the 3C model being implemented. Themes were identified within the data in order to enable the data to be segmented into categories, which formed "clusters of information" (Burns, 1990, p.241). Emphasis was placed on establishing the clusters in ways that most accurately reflected the responses made; however, the researcher acknowledges that qualitative research is necessarily interpretative, developing equally from contested interpretations as from definitive findings.

The clusters emerged directly from the language of the participants and the literature. Building onto the four stages suggested by LeCompte, Milroy and Preissle (1992), in particular in the last stage, the practitioner / researcher adopted Serig's (2006) suggestion to use the following criteria with respect to the identification of patterns, clusters and themes: (a) preponderance in the literature, (b) preponderance in transcribed interviews, and/or (c) preponderance in personal reflections and interpretations. Using this approach enabled the researcher to describe the complexity of the various aspects of eLearning institutional change as described by the eLAs.

It should be noted that there is a variety of software packages that may have been used to assist in the data analysis (e.g.: Nudist or NVivo from http://www.qsrinternational.com/software.htm or equivalents), and these were initially explored with a few challenges as outlined in my reflective account. Eventually, these were not used within this study due to the researcher's concern, similar to that expressed by Kvale and Brinkmann (2009), that it's possible to lose the sense of the whole in breaking the transcripts down into insignificant parts in order to analyse them using this software. The researcher found coloured post-it notes, highlighters and using an MS Excel spread sheet suitable for his needs.

3.6 Validity

In the qualitative research tradition researchers often need to address issues of the validity and of their research. This is usually related to perceptions that a positivist approach to research attempts to study an objective reality, rather than the more intersubjective reality that most qualitative research in which interviews are used is attempting to study (Guba and Lincoln, 1988; Åkerlind, 2005).

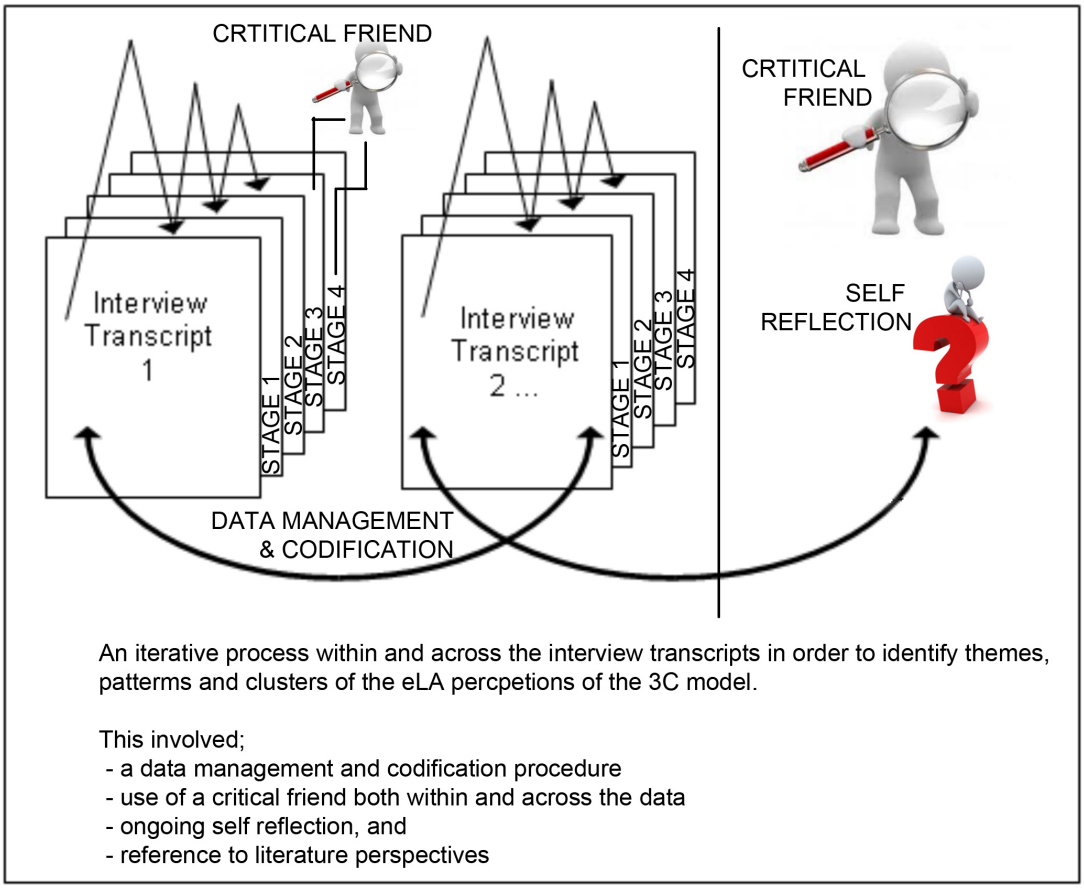
The question of validity is important in any research. However, Gerber (1993) argued that it is uncomfortable to use the term "validity" in qualitative research as it is a concern for interpretation and it is better to describe it as the search for 'truthfulness' to justify the interpretation. (Burns, 1990) suggested that "reliability" in qualitative research is "a fit between what they [qualitative researchers] record as data and what actually occurs in the setting under study" (pp.245-246) and that personal bias needs to be reduced so that another researcher can achieve the same results. Shenton (2004) advocates that it is important to thoroughly demonstrate the research process and outcomes so that others can accept they are derived from the data systematically. Therefore, a qualitative case study needs to have a coherent methodology, well planned and managed from beginning to end, (Bowden, 1994) to achieve truthfulness (Gerber, 1993; Sandberg, 1994). Guba (1981) recommends four criteria that should be employed by the qualittaive researcher incorporating, credibility, transferability, dependability and confirmability.

The practitioner / researcher addressed the notion of validity from four aspects. One, a colleague was invited to review the interview transcripts and to provide her feedback on themes and clusters of information; this critical friend was also invited to review the researcher's proposed categories as part of an iterative analysis of the interview transcripts. Since the crucial problem of reliability is to check if the researcher's description of a specific analysis of the data had been affected by his subjectivity, the use of this data triangulation method may indicate areas where the data have been coloured by the researcher's subjectivity. Two, use was made of the practitioner / researcher's reflective commentary, which Guba and Lincoln (1989) termed "progressive subjectivity" (p.238), or the researcher checking his own

developing categorizations of data via reflective practices. Third, as Silverman (2000) considered, an essential criterion for evaluating the validity of qualitative research rests on the researcher relating his findings to an existing body of knowledge, hence the usefulness of referring to various literature perspectives as relevant to the findings. Finally, the researcher adopted the data collection and management systems as outlined previously, in order to further ensure validity in the study.

The following visually depicts this iterative process and relationship of the critical friend in the process.

Figure 3 Illustration of the components for the Validity of the study.



3.7 Summary of Methodology

This research addresses the evaluation of the 3C model as an approach for institutional change with regard to blended (e)Learning. In chapter one, the aim, conceptualization and 3C project aims, objectives and outcomes were presented. Chapter two established a literature context for the 3C model and 3C project context and, the qualitative case study research method and design have been outlined in this chapter.

Situated in this chapter has been the qualitative case study research methodology as aligned with Patton's (2002), "Twelve Major Characteristics of Qualitative Research". The practitioner / researcher role alongside the use of interview as the data source was justified. Then the data management and codification systems were outlined before discussing the approach to data analysis and issues of validity. The data from the eLA interviews and the evaluation of the 3C model and by implication the 3C project deliverables were studied under natural conditions, the aim being to describe the model through the different ways of perceiving (or understanding, relating and describing) the eLearning institutional change and specific factors of the 3C model as implemented.

The 3C project was a large-scale institutional initiative undertaken over two years, involving many staff members and being funded for approximately 3.1 Million HKD, a significant investment for the University. The next section describes the project activities. Project in this instance referring to the 3C project (as the context in which this research was undertaken), and project as a reference to this study and final project (DPS5200, 200 credits at ~35,000 words) of the researcher's doctoral journey.

4. PROJECT ACTIVITY

This research project (DPS5200, 200 credits at ~35,000 words) is submitted as the final part of the researcher's professional doctoral journey and has progressed mostly as endorsed in his PAP and Learning Agreement. As the research study was an evaluation of the 3C model using the lens of interviews with the eLAs as indicated the specific project activity related to this research lay across two main areas;

1. The development and implementation of an institutional funded project "3C; a strategic approach to enabling, integrating and enhancing blended (e)Learning within an institutional framework"
2. A qualitative case study* evaluation of the 3C model as a method for institutional change.

This was proposed to reflect that the 3C model and associated project deliverables was to be implemented (area 1 above), as the essential work to be undertaken to form the body of work which was then to be evaluated as outlined in this research, before then conducting this research (area 2 above). This chapter situates the 3C project activities and timeline before then describing the specific DPS5200 research project activity as the culmination of the researcher's doctorial journey.

3C Project Activity

The 3C project was implemented at the Hong Kong Polytechnic during the period 2008 through to 2010. Some further work and extension of the deliverables as relevant occurred such as the continuation of the eLearning Advocate community in various forms. It was implemented at a time when The Hong Kong Polytechnic University educational community was faced with a number of key challenges, including the introduction of the 3+3+4 education model, a top level University Grants Committee mandate to implement outcomes-based education within all universities in Hong Kong, the introduction of Freshmen seminars to all first year students and the implementation of Capstone projects as an approach within all departments and schools. Also, the university currently has Work-Integrated Experience as an aspect within all programmes and an ongoing commitment to the integration of technology. As outlined in chapter 2, the university has usually approached eLearning and teaching and learning change via funded projects (in line

with other UGS institutions) as well as via central support offered from the Educational development Centre. Within in the 3C project proposal the increased use of blended learning was identified as possibly appropriate to assist in contributing where appropriate to these key challenges.

The following outlines a timeline for the 3C project (budgetary considerations are documented in appendix D) across the initial planning and funding request in November of 2007, The project funding approval in January of 2008. The Official Launch of project within the PolyU Community: February 2009, the various associated deliverables and the conclusion of the project in 2010 (with further evaluation and reporting through to 2011)

Table 7 3C Project Timelines

DELIVERABLE /RESEARCH FOCUS	**TIMELINE: (6months) June 08 – Dec 08**	**(6months) Jan 09 – June 09**	**(6months) July 09 – Dec 09**	**Jan 10 – Jan 11**
Initiate project and staffing Jan-May 2008				
Framing and ongoing adaptation of literature perspectives	Literature Analysis and Revision	Literature Analysis and Revision	Write up of final literature review	Small scale refinement of final literature review
Invited eLearning Experts	Recruitment	eLearning Experts - Invited to work with eLearning Advocates		Key note at Symposium
Data Instrument development	Development of various Data instruments	Implementation		Analysis
Report on PolyU Needs Analysis	Pilot report and suggested strategies	Needs Analysis presented at the end of June to key stakeholders		
eLearning Mapping Resource	Design Mock-Up and paper prototype development	Development Phase	Development (Pilot and trial with a few eLearning Advocates	Pilot within larger group and LAUNCH for PolyU community
Learning Design Templates	Design Mock-Up and paper prototype development	Design Mock-Up and paper prototype development	Use of eLearning Mapping Resource within Templates Partial Launch of templates	Finalisation and testing of templates. Launch for wider use.
eLearning	Recruit	Working within Departments to share and		

Advocates	Advocates	collaborate on their approaches re eLearning. Many opportunities to disseminate and collaborate Professional Development and trial of Learning Design Approach		
Students				Student Focus group feedback on project
Strategic Professional Development Plan		Strategic Professional Development Plan Developed for each Faculty / School	Implementation of planned activities + ongoing evaluation	Implementation of planned activities + ongoing evaluation
Teaching and Learning Annual Award and Showcase	Preparation of program / site and material	Award and Showcase	Preparation of program / site and material	Award and Showcase
Symposium		Creation of site to start to showcase eLearning best practices	Advertising, organizational aspects of event management	Symposium, Showcase and Awards
Advocacy, Dissemination, Promotion	Raise the profile of the project as an initiator of change through advertising, departmental visits, sessions..etc.			
Evaluation of Impact		Initial investigation of prototypes + pilot report	Ongoing collation of data	Final Report

This timeline and description of the context in which the case study was conducted highlight several important points. The university has an established tradition of supporting eLearning institutional change and enhancing its educational practice via funded projects, the eLAs were drawn from this educational environment; the project was a significant undertaking across 2 years. This description of the deliverables and timeline portray a picture of the project activity and associated deliverables. The educational context and the structures within the university must be explicitly stated within a qualitative paradigm since perceptions of the participants as they relate to a specific phenomenon are under analysis and these may have been formed to some degree by their educational environment.

DPS5200 Research Project Activity

The following outlines the professional doctorate modules undertaken, the relationship of these to the programme as a whole and situates this final project work and associated timeframes and activities.

The Module DPS 4520 - Review of Learning situated the researcher's current practice, his previous experience and also the skills developed in relation to being able to undertake the proposed research project as the final culmination of this programme of study. The focus on and acknowledged impact of work-based learning as a valid form of experiential knowledge was described and highlighted. The Review of Learning formed a benchmark for the programme of proposed study from which to then build on and extend the DProf programme.

The RAL claim at Lvl 4 – 'Professional Learning' and 'Research and Development Project Capability', documented the researcher's demonstrated capability to undertake major work of a research and development nature. In particular these modules enabled the researcher to reflect on the necessary skills and areas of focus required, and particular to, the nature of work-based research and study. They built on and supplemented the previous Review of Learning and enabled me to present an argued case for the relevance of my previous experience gained through professional practice and formal qualification to the proposed area of research focus.

The RAL Claim at Lvl 5 - Advanced Developments in Professional Practice, highlighted the extensive previous experience the researcher has in relation to the proposed project as the research study. This RAL claim enabled the researcher to critically examine the areas of his previous experience and rocky prior PhD road and present a clear case for recognition of his partially completed PhD as relevant to the skills needed for a DProf.

The module DPS 4561 - Planning a Practitioner Research Programme enabled the researcher to; define and delimit essential aspects of the proposed research study; specify the context, aims and objectives of the study and justify the research method and design aligned within considerations of work-based learning and a focus on practitioner research. This module similarly built on previous experiences relating to conducting research at a Doctoral level and provided a road-map for the research to be conducted.

This module DPS 5200 – Medium Project incorporates the following stages of development, drawing on the experiences from the previous modules and RAL claims where appropriate;

Research Project Activities	Timing and description
Literature research and identification of current perspectives related to the aims and context of the study	This was conducted during the initial DProf modules and then refined during 2010 onwards.
Review and adaptation of Research Method and Design	This was conducted as part of DPS 4561 and refined during the construction of this research.
Development and refinement of the 3C framework based on literature and theoretical perspectives	This primarily occurred prior to the initial 3C project Proposal being put forward for funding in Jan of 2008. However due to the work being undertaken as part of this research study throughout the time of the 3C project being implemented many pats of the 3C project were refined due to literature searches conducted as part of this research for the period 2007 through to writing up the final report in 2011. The literature perspectives were also refined due to presentation of the 3C project at various conferences and via publications about the project in 2009 - 2010
Implementation of the 3C model as an approach for enhancing institutional blended learning culture	See timeline above across 2008 to early 2011
Evaluation of the model	The eLA interviews were conducted at the end of the project in late 2010 and early 2011. Verbatim interview transcripts were then compiled during 2011. The data was codified and analyzed as outlined in chapter 3 across two phases. An initial phase primarily involving the researcher, a second phase by a project

	colleague as a critical friend, then a second analysis during 2012. The writing up of these findings and this doctoral research was conducted part-time during 2013 – 2016 concurrent with moving countries, changing jobs and issues with family cancer. These are expanded on where appropriate in the researchers reflexive account and whilst they did extend the timeline of this research submission, these circumstances have also allowed the data to be analyzed and refined many times.
Presentation of evaluation findings to all appropriate stakeholders	The 3C project Report was sent to the funders in 2011. The research findings being presented in July 2016.

Chapter one identified an overview and conceptualizations of the study. The 3C project and associated deliverables were then situated within the broader corpus of knowledge and various literature perspectives. The research method and design were then outlined in detail to capture the approach and the qualitative naturalistic aspects of this case study. The eLearning advocates being the primary voice in the evaluation of this 3C model as an approach for Blended (e)Learning institutional change. The next chapter presents the findings and a discussion of the analysis of the eLearning Advocate interviews as relevant to both the 3C broad project intentions and the literature perspectives inherent and emergent in the study.

5. PROJECT FINDINGS

This study has addressed the notion of institutional change in the area of (e)Learning through situating the 3C model and associated deliverables within an analysis of current literature. This next chapter focuses on the analysis of the eLAs' perceptions of the 3C model that was implemented, as a way of evaluating this model as an approach for institutional change. The research was conducted using a qualitative case study research method and the key research question was; "*What are the qualitatively different ways the eLearning Advocates perceive the 3C model as an approach for blended (e)Learning institutional change*"? The data were collected via interviews with 16 eLearning advocates at the end of the 3C project. As the qualitative methodology focused on a relatively small case study, it was more appropriate to consider transferability rather than generalizability. Transferability refers to the extent to which the case study enables the drawing of inferences that may have application in another context. At an epistemological level, the researcher's involvement obviously made objectivity unachievable, but it is important to note that objectivity was not the aim of these interview data.

The collected data was analysed in accordance with a qualitative case study research tradition within the data collection methods, as previously outlined. The analysis focused on identifying, the qualitatively different descriptive categories in which the eLAs perceived (experienced, or understood, or conceptualized) the 3C model and project activities. Emergent themes were used to illustrate categories and clusters describing the data. These themes facilitated the categorization of data either *substantively*, relating to particular persons or sites, or, *theoretically*, in relation to particular types, orientation or literature perspectives. The emergence of similar issues or incidents contributed to the development of themes. Subsequent finer analysis enabled data to be segmented into categories, which formed "clusters of information" (Burns, 1990, p. 241).

This case study took on board these issues of context, patterns of response and participants attitudes and within the categories that emerged from the analysis the eLA interviews. The analysis of these interviews provided situational vignettes through which the practitioner / researcher could explore the rich sources of data.

These vignettes have been categorized within a descriptive narrative around "Renovation, Revolution and Revelation".

4.1 Presentation of Findings

The figure below references the original conception of the study, situates the findings in three broad categories described as "Renovation, Revolution and Revelation", and summarizes the eLAs' concurrent perspectives of factors that influenced the achievement of the goal of blended (e)Learning institutional change and the evaluation of the 3C model.

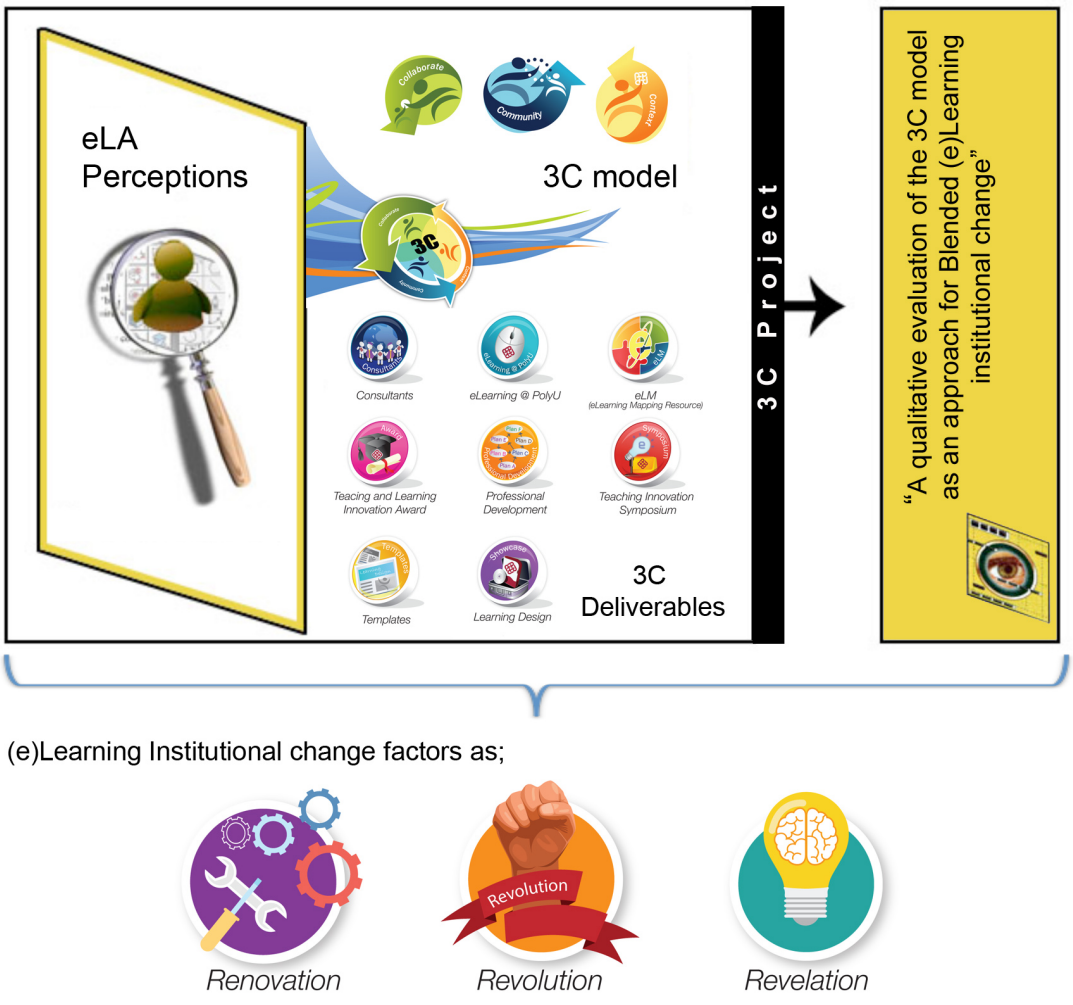


Figure 4 An Overview of the Findings

According to Entwistle (1997), the "extracts" (p.129) form the research outcomes and the researcher needs to illustrate the category by providing sufficient quotations and to let the quotations "speak for themselves" (p.129) with little or no comment (Entwistle, 1997). Entwistle (1997) identifies a potential problem if the research provides for the reader too many quotations, potentially overwhelming the research project and resulting in a perceived lack of analysis. In this regard it may be difficult for the reader to understand the category "without a systematic organization of the quotations and a clear distinction between the categories" (Entwistle, 1997, p129). Within this study the researcher sought to take into account the delimitation of a category, the contextual relationships of the categories and the provision of a number of salient interview responses in order to illustrate the category. The researcher has attempted to balance the extracts and the interpretation of the comments made in each category description, to achieve clarity of identification (analysis) and description.

Across the analysis of the eLA interviews and in using these as a lens through which to evaluate the 3C model as an approach for Blended (e)Learning institutional change, there emerged three broad categories in which to situate the findings of this study. They are described across "Renovation, Revolution and Revelation" and are expanded upon in the next three sections.

4.2 (e)Learning Institutional change factors as RENOVATION

This category refers to broad structural aspects that had built on or influenced the goals of the 3C project or related issues regarding eLearning at this particular institution. The reference to "renovation" as a metaphor is an acknowledgement that any eLearning change must pay heed to the existing aspects within an institution that will impact on the change process and work being undertaken. When being interviewed, the eLAs described these influencing factors across funding, research expectations versus teaching, staff understanding of the possibilities and pre-existing perceptions of eLearning and possible impact of SFQ's (or Student Feedback Questionnaires) and these are expanded on below.

FUNDING

The Hong Kong Polytechnic has an established tradition of supporting teaching and learning (and eLearning) via funding to teaching staff in support of their project proposals. This was generally commented on in a positive light from the eLAs, for example, “I think we’re supporting the people who have an interest in it well. It’s reasonably easy as long as you put together a good project proposal to get some money, and to get the blended learning function that you want built, as long as you have reasonable expectations” [eLA1].

Some also commented on eLearning change in a business sense across what they described as, “I think it’s a cost-benefit analysis” [eLA2], and, “because I have the technology, I can provide the students and give them the test. But on the other hand, the investment and the return is a matter of benefit analysis” [eLA3]. Also, “Poly U is very generous, I mean, they gave me a lot of money” [eLA4].

Some also described a relationship between quality and cost, “and also in developing those blended learning materials, it is extremely ... if you develop some good ones, it is extremely costly” [eLA10], and there were some comments on the need to fund the technology in addition to the projects, “One more thing is about the ... say, the equipment or the PC owned by students, if you actually put things online for this blended learning, probably to some extent we need to equip our students and also the staff as well I guess, with the required technology or equipment to facilitate the development and also the use of blended learning materials” [eLA10].

The suggestion was also made that a broad factor in changing the eLearning culture related equally to recognition, “Oh, we have a lot of funding around to fund the e-project so that we, the teaching staff members can apply for the fund. But funding is one thing. The other thing is recognition of the work” [eLA3]. This area of recognition is expanded on in the next section.

One particularly interesting comment was a suggested re-think of the funding model to ensure the project is more sustainable; “So I think what really should be done is some implementation, and some maintenance built in, so they have a life beyond the project. Actually it is the investment, not just stopping after the project life cycle, but also actually continuing beyond that. Therefore, it would be embedded in… some

could build a lot more, not just resources but ways of doing things that use other methodologies and good practice" [eLA11].

In parallel to this suggested rethink was also a comment regarding sustainability and eLearning funded projects, "I got the feeling that both the deans and the FLTC give the impression that, well, this is another e-learning project, don't worry, it will go away" [eLA8]. And there was also a comment regarding the work involved, "Like {Dean's name} says, "You get the money, I'll get the work!" [eLA12].

In general, the funding of strategic projects in Universities to support eLearning has been documented well in the literature (see for example, Roos, 2005, pp. 20 – 30; Beetham and Sharpe, 2013; Fisher, 2016 and Haythornthwaite, Andrews, Fransman and Meyers, 2016). The 3C project was funded at a time when the University had allocated around 30 Million HKD in funding across 3 years to support eLearning projects. This project was funded for ~3.1 Million HKD, and represented the largest of these projects at the time. At this time, the Hong Kong Government University Grants Committee had released a report entitled, "Aspirations for Higher Education in Hong Kong" (2010). This report recognized the importance of the use of information technology in education; paragraph 6.24 is quoted as follows:

> *"The rapid development of information technology has turned upside down the way students communicate, acquire knowledge and obtain information. This development requires corresponding changes in delivery of curricula in terms of pedagogy and assessment. Faculty need to be aware of and able to adopt, as appropriate, pedagogical innovations that have been made possible by information technology, such as software for content creation and dissemination, asynchronous learning and teaching, learning management systems, and social networking via the World Wide Web. Just as important is their ability to understand the learning characteristics of a new generation of students who have grown up with new technology and to adjust their teaching accordingly. Research has shown that innovation in teaching using information technology, amongst other innovative practices, could impact positively on student learning provided that it is based on sound learning principles. With information technology, a great deal of what once could not be done can now be done relatively easily. A notable advantage of using information technology is the possibility of building in more interactive*

> *features in the curricula to better engage students in their learning and to provide feedback. With information technology, programme delivery is no longer confined to the classroom, and instead can take various modes, such as online tutorials. Institutions should reflect on how to capture the opportunities provided by eLearning (which should not be confused with distance learning) to enhance the quality of teaching and learning. The "3+3+4" curriculum revision is a good opportunity for doing so."(p.84, 85)*

The report highlighted the significance the HK government placed on technology in higher education and can be identified as an influencing factor in PolyU's decision to allocate significant resources towards the development of eLearning. Some of the eLAs had also been successful in obtaining funding to support specific initiatives in their respective areas, and the university had an established tradition of allocating funding to support teaching and learning initiatives. Interestingly, none of the eLAs noted any concerns similar to Roos' (2005) statement that, in the EU context, teachers in higher education were "project weary" (p.32), although they did acknowledge that with successful applications for funding came "extra work". This viewpoint of funding can be identified as part of the broader learning and teaching landscape at this University.

RESEARCH (or NOT)

The next area highlights a core contextual concern within this and most Universities, the sometimes diametrically opposed pressures on academic staff time, in particular the tensions between research and teaching. One eLA quite succinctly described the PolyU context; "You are judged on three criteria, you know, research, teaching and service" [eLA2].

Interestingly the eLAs, whilst viewing the role to be an advocate for eLearning, did have representative views across this spectrum ranging from: "As you know every staff member in this university should be responsible for three categories. The one, the most important one is research" [eLA4]. Some acknowledged the PolyU context, in which research output is tied to promotion, "Some would use e-elements to compose a blended learning so that the e-element can enhance the efficiency of the teaching. But the purpose is enhancing the efficiency. But whether they will go on go

further is a different story, because they need to put the rest of the time to do other work and research, you know, in order to get promotion" [eLA3].

And some referenced the tensions for contract staff: "Actually, for the contracted staff, and most of us are contracted, they let you know that, until you leave the contract, that research output is the benchmark you need to have" [eLA9].

This was perhaps the most direct comment in relation to this tension. "The problem is, if you publish one paper in Nature and another in Science, you'll be promoted to professor right away. But if you teach very well, maybe you're not promoted to even associate professor. So people will fear that, no matter how well they teach, it's not very related to promotion. For example, my SFQ [student feedback questionnaire] has been wonderful, but it doesn't help very much. The department head just says, "Yes, very good, very goo"'. But, if my teaching has been outstanding, I won't be brave enough to go and say "promote me now" to the head. But now there's no such culture" [eLA16].

eLearning change initiatives such as the 3C project may present significant tensions in research-based universities, in part because of the strong incentives for research output and the fact that in these contexts the construction of academic identity is focused on research. The issue for staff is, "the perceived balance between teaching and research, where research may be considered to be of greater value than teaching" (Davies, 2005, online). A benchmarking project conducted in six Australian universities, developed by the Australasian Council for Open, Distance and eLearning identified three benchmarks that might assist institutions in managing the "research versus teaching" tension. They suggested, "aligning the use of technologies for teaching and learning with the institution's strategic and operational plans, ensuring the adoption of new technology within current policy frameworks and aligning technologies in teaching and learning with the budget process" (ACODE, 2014, p.55).

D'Andrea and Gosling, (2002) made a case for linking notions of research more explicitly to research into pedagogy, which was identified in part by the eLAs. Many of these concerns operated in parallel with other comments related to "recognition"

and “time” that are expanded upon in the “Revolution” section, since these comments related more specifically to the 3C deliverables.

POSSIBILITIES and PERCEPTIONS

A key element of the project was to assist staff to become more aware of what is possible in the area of eLearning. Related to this goal was to acknowledge the broad conceptions and, at times, misconceptions about what eLearning is and can do to enhance student learning. The eLAs generally commented that the eLearning culture (and use of technology) was at its infancy, for example; “An overall picture of what’s going on in Poly U, I think that an awful lot of teachers are probably still at the stage of wanting to distribute their power points and maybe collect their students assignments through an LMS system. And maybe they don’t really see what more a system can do, because they can see how a computer system might help them with existing things that they do, like automate things in a useful way, but they don’t have the expertise in e-learning to think what it could do…the possibilities.” [eLA1]. Another example of this is the comment, “I think it is really down to the 5% or even less that actually adopt some of kind of what I call collaborative active learning” [eLA8]. A further respondent said, “I think the blended learning culture at PolyU is probably emails from the teacher to the students, which students seem don’t read until the half way through the semester, and uploading their PowerPoint slides. This seems the way that most teachers do it, which is a total waste of the learning management system for a start, and it isn’t really blended learning. And I think we have isolated cases of good practice going on in PolyU” [eLA11].

There were also several negative comments on the current institutional LMS with the comment below being indicative of these concerns: Interviewer, “So you don’t use WebCT, the learning management system?”, eLA, “Yeah, this is better. I’m in control. I can do anything really and I can design it the way I like. Simpler than that, more effective than that, more powerful, because if I use WebCT it takes twenty minutes for twenty documents” [eLA2].

There were some negative perceptions about the use of standard technology such as PowerPoint, “PowerPoint, in my opinion, is the biggest impediment to learning…. it makes people compartment information”. [eLA2] In relation to the broad context for learning and teaching support there were many comments related to the lengths of

time for which staff had been teaching and entrenched viewpoints: “Those colleagues who have been here more than 20 years may not like to listen to you” [eLA9], and, “another problem you know, most of the front line teachers are very mature people, but in some sense very mature people may not like to adapt to new things, so I say it’s not easy” [eLA4]. The quote below was the most direct reference to the challenges being faced; Interviewer, “How do people become capable?”, eLA “Oh, they cannot become capable. How are you going to teach a new teaching mode to an old goat? You know, if you have taught 15 years, 40 years, finished your PHD and have been teaching full-time for 15 years, and suddenly you are expected to write software and use on-line systems, and website translation that’s not going to happen. Maybe you can motivate one or two people by rewards and cash and space - that can happen, but you cannot change the whole generation” [eLA2].

Some expressed concerns regarding the reliability of technology and how this impacted on staff perceptions and possible uptake: “I think there are people who don’t want to touch it with a barge pole, because computers still have major issues about reliability. You can go into a classroom, turn everything on, and even when it’s not your fault, the whole system fails. It totally messes up your lesson plan, and makes you look like a total idiot in front of your students” [eLA1].

Also, it is interesting that certain departments chose to not implement the institutional LMS due to perceptions about fit-for-purpose and created custom functions in another system. This highlighted staff perceptions about the essential nature that technology must be convenient to use and aligned with need: “…. convenience is very important. So, for example, in the ELC’s Moodle system, we’ve set up an extra function, which is that when students do an online activity, the computer will actually email the teacher and say, this number of students have done it, this number of students haven’t, and 99% of students got this question wrong” [eLA1].

Some eLAs also conveyed their perception that they implemented eLearning their SFQs might go down and that younger staff may get better scores (SFQ being the intuitional instrument to quantitatively measure student feedback on teaching), for example: “For the new teaching staff, we felt that for all of the new teaching staff, their SFQs were much better than for older staff. The new ones are more

eager….more enthusiastic….and they do a really good job. But for those teaching more than 20 years, then they do it every day and they don't care too much about it" [eLA9], and, "Because at the end of the day, we're looking at the culture. And if that is not related to good teaching, there's no incentive for them. So, that's my feeling. When I say reasonable teaching, I mean the SFQ, number one, and, number two, there are no complaints from the students, with research a higher priority" [eLA9].

The eLAs' perceptions regarding the usefulness of eLearning, some representative concerns about the institutional LMS in relation to function and fit-for-purpose, technological unreliability and the challenges of teaching staff who had been teaching in the institution for a long time were significantly influential on the way the 3C project was structured. The project team facilitated workshops on the use of technology, and one in particular attempted to break down the myths around eLearning, described as "Blended Learning Myths". Two successful outcomes of the project were also the facilitation of an eLearning Showcase and a Teaching and Learning Innovation Symposium (Appendix G in the full project report captures evaluation data of these events).

The comments made by the eLAs, as reported in this section, and the funding of the 3C project and 3C deliverables aligns with Dempster & Deepwell, (2003), and Oliver & Dempster, (2003), who described how many universities started to address the issue of staff perceptions of the possibilities of eLearning by appointing eLearning specialists, and by acquiring a greater understanding of the areas to consider in influencing the embedding of technology into teaching and learning practices. In 2009 an OECD study entitled, "Learning our Lesson: Review of Quality in Higher Education" reviewed 29 higher education institutions and identified that "Technology has improved pedagogy and student-teacher interactions" (OECD, 2009, p.5). This type of report and the benchmarking exercises provide a useful context for conversations around eLearning possibilities, and the notion of benchmarking was one that would perhaps have added more benefit to the 3C project. Two international consultants were brought to HK to share international practices; as a follow-up to the project, it might have been useful to benchmark the 3C model and project deliverables against similar international initiatives.

This first section has highlighted some of the interview comments related to some broad factors influencing the goals of the 3C model and institutional change being undertaken across a broader learning and teaching ecology. These formed part of the considerations in the formation of the project approach and deliverables; the specific feedback on these areas is captured within the next section.

4.3 (e)Learning Institutional change factors as REVOLUTION

This category refers to specific aspects of the 3C project and the associated deliverables that contributed to (or not) the goals of eLearning change. The reference to "revolution" as a metaphor acknowledges that, because this was the first project of its kind in this institution, we were in essence trying to initiate a grass roots "revolution" in relation to how eLearning was enacted and perceived, using the 3C approach and deliverables as the spark. The eLAs described these 3C specific factors across recognition, the eLA community, training, and the necessity to provide eLearning examples (or "show me").,for example, "Ok, I think of this culture in terms of the revolution and development of blended learning and eLearning, it's a bit of up-and-down, put it in this way" [eLA8].

RECOGNITION

Many of the eLAs specifically supported the 3C projects' introduction of Teaching Awards in the area of eLearning (in addition to broader ones at the University specific to teaching). However, one suggestion was to look also at ways to recognize the extra effort involved in implementing eLearning successfully across broader contexts. For example; "It's great to have things like the eLearning awards. We need to think of ways to recognize that people are maybe not at the award-winning level, but are trying hard with eLearning and are doing a good teaching job because of it" [eLA1], and, "having those innovative teaching awards - I think this is some kind of a recognition or some way to promote the use of blended learning" [eLA10]; also: "Because the daily work, including teaching, has been very heavy, and blended learning may only increase the workload without any reward. Right? So it's not easy to…That's why I'm not optimistic" [eLA4].

A suggestion was made that the development of extensive teaching material should be recognized as a publication: “Therefore they hope the management could recognize, you know, this being recognized …this contribution being recognized as a proper publication” [eLA3], and: “We need to encourage more sorts of educational research, okay, so, the recognition of different publications and different forms of publications would be important, because, after all, we are a university, and our primary goal is teaching” [eLA12].

Also mentioned was the tension that arose because the numbers of hours spent teaching online were not counted towards the teaching load, with only face-to-face teaching Being counted: eLA, “Still, recognition of e-teaching by the management is essential if they want to create an e-culture” [eLA3], Interviewer, “What do you mean by recognition?”, eLA, “Teaching hours. So that’s why, in the last meeting, do you remember the guest, {name}, when he talked about when it comes to the teaching, he echoed me. He echoed me in the way he really built the virtual classroom. But at the end he has to conduct it in the real physical classroom” [eLA3].

In the earlier section discussed the perceived tension between research and teaching was discussed. These were similarly reiterated here, with recognition of eLearning teaching and research both being considered essential and included in promotion criteria: “If I get two or three A papers, I’m promoted immediately the next year. So, it’s very fast. But if you do a very good job teaching, and then students….I received quite a lot, best teacher, the recap from the EDC. I’m really happy for that. But, well they say you’ve done a good job, but it’s not a promotion, Okay, but yes, we can’t do that because…it’s not recognized” [eLA9].

This section identified issues relating to recognition across time, reward and promotion. The Hong Kong Polytechnic University has an established President’s Award for Learning and Teaching, however prior to the funding of the 3C project no specific award related to eLearning. The 3C project instituted across two years a “Teaching and Learning Innovation Award” which raised the profile of the project as well as the recognition of eLearning. As noted by one of the eLA’s the recognition of time as related to teaching hours being equal to face-to-face teaching hours solely has not been dealt with at this institution. Similarly the perceived tension for staff in

related to promotion whether actual or myth was part of the contextual landscape of the 3C project. Interestingly notions of recognition as related to external accreditation bodies and specialised accreditation schemes such as the CMALT from the UK based Association for Learning technology (Oliver, 2000) were not mentioned here but referenced as relation to training.

COMMUNITY

The eLA community compromised of Professors, Departmental Heads, Chairs of Departmental Learning and Teaching Committees, Senior Teachers, Senior Researchers and Library / ITS and eLearning support staff, was a core element of the project and, from the very inception, structures were put into place intentionally to build the community and to work primarily with the eLAs to enact the goals of institutional change. This section captures the various comments from the eLAs on this community as a factor in the 3C model and their suggestions for improvement.

Generally the eLAs were positive about being involved: "I'm glad that the faculty has nominated me as the representative and I am proud to play that role" [eLA8]. Also: "As a community of practice I find it useful. I like to know there's a bunch of people out there with the same concerns as me. And I like swapping ideas in our meetings, and you can meet useful people. And I like being able to have a small amount of influence over Poly U's wider blended learning adoption, such as for Moodle, like being on the committee involved. So, that was good" [eLA1]. A useful overall summary of this feedback is captured with this quotation; "In the past, people were working independently. Even the departments might have had different e-learning initiatives, but they didn't have a lot of chances to gather together, to share experiences, to discuss the issues of concern. Now we have a chance, we have a platform for people to gather together and through the friends of e-learning [referring to the eLA community] and blended learning, and we can exchange ideas, share our good practices and, eventually, we can distribute these ideas back to our departments. That is just a very good idea" [eLA5].

The eLA's as a group once a month for the duration of the project, and some suggested this was not enough time and greater effort could have been made in terms of building on these connections and sharing of resources: "Of course we can have some lunches and meetings. After a longer time we can have a sharing of resources.

One lunch-meeting per month, two hours' sharing, to summarize what we have done" [eLA14]; and: "I think that we only have these monthly meetings, I got to know a couple of people through them on a personal level. You know that's good. But we haven't taken any further steps beyond this. You shouldn't be so cautious asking for their help. They wouldn't be in the group, they were nominated, perhaps mostly volunteered for free, they are officially there, you should ask for more" [eLA11]. Other similar comments were: "I think building a website for people to share their useful resources and tools…I think would be helpful". [eLA16]; and: "I find that I am also learning from others, from other e-advocates" [eLA3]. This quotation summarizes the intention of sharing and breaking down the barriers as beneficial to the blended learning culture: Interviewer, "What is the culture of blended learning?", eLA, "The culture is something like different faculty members has their own islands, and those islands are disconnected. We cannot leverage someone's experience to the others, or at this moment I cannot see any bridges or tunnels between different islands. If we can maximize or connect these islands together, I do think that the effect can be huge" [eLA14].

As mentioned, the structure of the eLA group was two invited representatives from each Faculty, one from each School and representation from the Library and ITSU (16 in total). Some suggestions were made to increase this group: "I think it would be much better if there were e-learning advocates for each department and center" [eLA1]; and: "What I've suggested is that every department get an actual e-advocate who is devoted to this responsibility" [eLA4]. There were also suggestions to increase the opportunities for the eLA group to collaborate: "Since we have so many e-learning advocates gathered together, it might be interesting because we could consider, we try to encourage them to have some kind of joint project in the future, joint project between different departments, to explore the use of new technology, new methods of blended learning, new models of blended learning" [eLA5]. They clearly wanted to build onto what one person described as the influences of the eLA as a "middle-man": "Our role as eLAs, I think, is mainly something like a middleman, we try to pass the message from here to some of our colleagues" [eLA7].

One particularly powerful positive message, given the time-poor nature of academic staff, was the suggestion to continue the group beyond the funding of the project: "I

would like to offer one suggestion. I think the eLAs, despite the finishing of the project, despite the budget running out…we should still have these regular meetings, because a vibrant, a true knowledge-sharing and contributing community should not be restricted to a funded community" [eLA8]. There was also a suggestion to host a retreat: "Do you have the time and resources to call for a half-day or one-day retreat during summer? Because that would be very valuable" [eLA10].

The establishment of the eLA as a community of practice aligns perspectives as advocated by Lave and Wenger (1991) and even historically with Polanyi's (1958) descriptions of "Academic Neighbourhoods" as small groups of people within larger communities. According to Wenger, McDermott and Snyder (2002, pp. 26-27) " a CoP [Community of Practice] is an unique combination of three fundamental elements: a domain of knowledge, which defines a set of issues; a community of people who care about this domain; and the shared practices that they are developing to be effective in the domain". These notions resonate with the eLA's as a community of people who care about eLearning, have a cross-section of domains of knowledge regarding eLearning (and previously mentioned tensions and perspectives across this context) and gather regularly to share practices. The literature relating to organizational change and transformative education contain several approaches to community. Riel and Polin (2004) focus on three kinds of learning communities across, "task based communities", "knowledge based communities", and "practice-based learning communities" (pp. 21-22), which are larger groups with shared goals that offer their members richly contextualized and supported arenas for learning about shared practices. This notion of a practice-based community is identified as most strongly aligning with the eLA role and focus.

As a final comment on the area of community, one eLA suggested leveraging this notion from a cultural perspective: "I think that the community is quite important, in Asian culture, in Chinese culture, so try to get people to do things together, maybe a competition to get people to solve problems, using blended learning or learning technology in some way" [eLA11].

TRAINING

The 3C project offered extensive opportunities for all staff at PolyU to attend workshops on Blended Learning. Two international experts in the area of eLearning

were invited to visit the University and provide consultation and training for staff. Many of the eLAs commented on the area of training and, as we were advocating a move towards active learning online, beyond PowerPoint and notes, there was some resistance; “I think that we could be targeting lower down the scale of e-learning competence a bit, and so the people who just put their PowerPoint’s online, or just put their lecture notes online for students to download, we could be easing them up the steps of e-learning a little bit. But, if we do so, we’ve got to show that this thing is very simple to implement, and won’t cost them any more time. So, there’s no point showing the things like forums that you need to monitoring and take part in, especially if they’ve got a hundred students sending them questions through the forum” [eLA1]. Some acknowledged that attendance at workshops was sometimes due to management pressure, rather than need: “I think the better thing is to make people feel that really e-learning is helpful, not just come to the workshop because of pressure from the Dean, but because of its usefulness” [eLA16]. There was also a comment that the same people seem to attend training regularly: “I worry that we’re preaching to the converted ...and that we’ve got to find some way to get the people in who wouldn’t normally come in, who’d say, “Oh, they’re going on about computers again, I’m not interested” [eLA1].

Surprisingly, some suggested strengthening and mandating the training and professional development opportunities: “So, I think there might be room for a more formalized professional development system in university or higher education teaching, which would include probably a core course in blended learning” [eLA1].

A similar comment was: “I think as part of staff professional development, which comes up in appraisals for example, staff should not only be encouraged to take this, it should be required” [eLA1]. There were also some aligned comments regarding validation: “I wonder if you could somehow validate their E-learning potential in some way. I don’t mean necessarily ELA, I am talking about everybody. I think it is something worth thinking about if you get extra funding for some sort of development program” [eLA11]. There were even some comments regarding possible accreditation: “I think we need to have some CPD, continued professional development. But I don’t know whether we can make it a compulsory, but at least to study or to attend some workshops about blended learning” [eLA14].

As mentioned earlier, the 3C project offered several eLearning training sessions for staff. These programmes were quite similar to broad institutional approaches to supporting staff, and many institutions have developed specific accreditation programmes for staff interested or involved in learning and teaching. For example, the *Effective Framework for Embedding C & IT Using Targeted Support* (EFFECTS: www.elt.ac.uk/), as described by Smith and Oliver, 2000) was particularly important in initiating developments of this kind in the UK. In Hong Kong the BOLT project, OR Blended and Online Learning and Teaching (refer http://www.bolt.edu.hk/#boltproject), was an institutional collaboration with the overall aim of providing graduated professional development support experience across all participating University Grants Committee-funded institutions to facilitate the development of teachers' skills in online and blended teaching.

In relation to the eLA comment about training and compulsory CPD (Continuing Professional Development), the OECD (2009) study entitled, "Learning our Lesson: Review of Quality in Higher Education" identified that the Dublin Institute of Technology gave staff a reduced teaching load to ensure they could attend mandatory training within their first two years. This initiative aligning with eLA comments about training, time and recognition.

SHOW ME

The 3C project initiated a Blended Learning Showcase and International Symposium as well as many opportunities for the eLA and wider community to share examples of eLearning. This comment being representative of a consistent feedback message, "of course, if we can provide some successful stories or cases to other people for reference, this can help us to persuade others to use the blended learning and E-learning platform. Of course, we need to make something successful first" [eLA14]; and, "You go out and collect the evidence. If you don't have it, impressions are not evidence. Even what I'm saying is not relevant. You have to go and look at, are there any changes in the grades. Is there any evidence to reflect that these are effective or not?" [eLA2]. The following quotation is a good representative summary of the need to have examples and strong evidence; "I would say that, before the kick-off of the 3C project, or before you gather the eLA advocates, {department} needs a lot more time convincing the FLTC [Faculty Learning and Teaching Committee] chair that this is not another e-learning solo project. And to do that, you have to do a whole lot

more homework, you know, and prepare a lot more ammunition because they are not convinced at the moment. And then I think we have to better define the deliverables. Each faculty and also campus wide, what we will get as a result" [eLA8].

In a similar stance, some recommended setting each department quantitative eLearning targets. "If I was in charge I would set some measurable targets, or some quantitative targets….. say like for each subject there should be at least one or two videos. Of course it may not be accepted by the majority ..." [eLA10]. Interestingly the University earlier had a mandate that 16% of all subjects should be online, but then conversations emerged on what that might mean in terms of a quality learning experience beyond just a quantity of online courses.

There were also recommendations made to share materials and work harder in the marketing and advocacy space: "…why should I change, you know. I've been doing this for the last 25 years and had it done to me before that for 100 years, so why should we change, you know, why change something, you know, I mean they don't like to change. So I think we have to convince them it's worth changing" [eLA11]; and, "one of the possible formats we can use to build a website for a subject. So even though for the staff members who are not very well adapted to new technology, once we show the template to them, they may think, Oh woah, we can do it like this" [eLA3].

There was some comment that the 3C project needed more specific tangible outcomes similar to the eLearning Mapping Tool being developed: "I think we are waiting for something concrete, some tangible output from the 3C project, say, for example, as I shared with you just now, like the mapping tool. I think we are really looking forward to that. So when it is ready, I can share it with the department" [eLA3]. It was also suggested that areas like the eLearning symposium should be a regular event, "…And maybe some symposium every two years or something, some profile event…make it as a regular event" [eLA7].

The final comment relates to the production of eLearning examples across both the staff and student bodies, with the view that this goal, if achievable, would assist in cultural change: "…there are some people who are not only the consumers or users. They create resources and build tools to better suit their needs and the needs of Poly

U, so when the teacher or students turn from consumers into contributors, and the thing they create is useful, they become prouder and maybe they become more enthusiastic" [eLA16].

The Open University Project, Challenge and Change in Curriculum Design Process, Communities, Visualisation and Practice (Cross, Galley, Brasher and Weller, 2012), identifies a number of staff attitudinal perspectives as related to learning and teaching institutional change. The JISC guide to change management paraphrases this work to identify five common objections to change, including, "Prove to me this works." or "Where is the evidence?" This project report also identifies that requests regarding evidence and examples of eLearning working are reasonable. Cross, et.al. (2012), identify that the link between the provision of evidence and examples and someone being convinced to incorporate eLearning is not straightforward. In the same way that the eLA's represented a variety of willingness to incorporate eLearning and held various beliefs as to the usefulness of eLearning the Open University report makes a similar claim and states,

> *"such anomalies in behaviour relate to the desire of the change adopter to understand the risks involved. Using valuable time to trial a new tool or approach involves risk and, conversely, doing nothing also involves a risk. Therefore, individuals seek reassurance that the risk is worthwhile and, presumably, the greater the perceived risk the greater the demand for evidence to 'prove' it will work and the greater the trust the individual or team must have in that reassurance. This may also be compounded by the fear that a new approach will reveal deficiencies in existing practice or result in loss of autonomy". (Cross et.al. 2012, p. 78)*

Related to the categorisation "Show Me" is the area of Benchmarking. Various models have been developed to provide universities with ways to benchmark their abilities to design, implement and support eLearning sustainably (Marshall, 2008), for example the Australasian Council for Online, Distance and e-Learning (ACODE) Benchmarks for e-learning (2007), the E-Learning Maturity Model (Marshall, 2008) and the E-xcellence Model, released by the EADTU (European Association of Distance Teaching Universities) (EADTU, 2014). These benchmark models and the evidence they may have supplied for the project were discovered post the project's completion in 2012 and, in hindsight, represent an opportunity to self-assess against

these as possible quality indicators alongside factors as influential to institutional change.

This section has captured comments specific to the 3C deliverables and approach, and has identified nuances of work to be strengthened and further work to be undertaken to achieve recognition of the effort involved. It has also identified areas in which the eLA community could be extended, and the possible certification of training and benefits of moving towards a future structure in which the staff and student community co-create eLearning resources as examples of best practice. The next section deals with areas of the 3C approach that emerged as unexpected impacts or developments.

4.4 (e)Learning Institutional change factors as REVELATION

This category refers to comments and feedback related to unexpected factors that had not been considered as part of the project but were significant influencers on the 3C approach. The reference to "revelation" as a metaphor highlights the nature of large-scale institutional projects and unexpected and emerging outcomes. The eLAs' comments about these factors can be categorized as Leadership, Students, Time, and Professional Development.

LEADERSHIP

Early in the 3C project the project leader set up meetings with each of the Faculty Deans and School Chairs to discuss the project and possible contextual needs of the respective areas. Many of the eLAs were of the opinion that, for any eLearning cultural change to be achieved, it needs strong and consistent support from Senior Management: "... I guess the most important is top management support, as this is always the case for any cultural change" [eLA10]; and: "In the future, I think the management will need to set some sort of priorities. How important is blended learning? The blended learning is important as far as not only saying it on posters, but we need to put it into some concrete terms. I think the support from senior management is very important" [eLA14]. They emphasized that this should be recognized, echoing earlier sentiments relating to this area: "Maybe encourage more

people to participate, to make it as an institutional program, that will attracted more people. And also the senior management should recognize this" [eLA7].

There was also a caution that if a top down approach is enacted some may only do the bare minimum rather than really engage deeply in substantive eLearning change: "One very honest thing - if your team is trying to request the VPAD [Vice-President Academic Development] to send down pressure down to the department head or DLTC [Department Learning and Teaching Committee] chairs, it would be very dangerous because it's not - people may try to cooperate with you but without heart" [eLA4].

As well, there was an acknowledgement of the cultural overlay, in that the 3C project was implemented in Hong Kong: "You can do more by perhaps organizing a subsequent meeting or inviting professors to come here to talk about LTC [Learning and Teaching Committee] or inviting you, ok, because in Asian society in {university name} is a very obedient authority, so the LTC will think that, Ah, because this one is real, because {senior manager} has attended" [eLA8]. They also advised that we needed to work cleverly to identify the key gatekeepers and stakeholders: "Like you've said with {one of the Deans}, I think it's important to identify the opinion leaders in the faculty or department, and get them onside, because you don't want the opinion leaders saying, "Oh, no that doesn't work". And maybe the e-learning advocates, even if they're not opinion leaders, can identify who these people are" [eLA15]. Another suggestion was that perhaps the eLAs should also be Departmental Learning and Teaching Committee (DLTC) Chairs: "If the DLTC were available for this kind of job everybody would be happy about that. But this is not the case" [eLA4]. There was, however, an opposing view presented that we needed to manage the expectations of the senior management more carefully: "…and management of expectations with FLTC chair and Deans of Faculty …. these are some of the stumbling blocks. But there is no doubt if you focus on the eLA advocates that are viable and vibrant that you achieve things to from now on…" [eLA8].

Along with the comment to have strong support, there was also some feedback that senior managers do not really know what is happening at the coal-face of learning and teaching: "When we have the meeting with the [senior manager], to me honestly,

the [senior managers], don't really know the needs of the individual staff members regarding the teaching" [eLA3]. There was some call for policy and a position paper on eLearning, (which was surprising, given there was already one in place): "We are looking for position paper related to teaching and learning, that would be good" [eLA7].

There was a call for Senior Management to both recognize and establish key performance measures indicating what quality eLearning is and should be: "…up to now, no key performance measurements cover this, and the senior management has yet to hand out a mandate that, in fact, anything other than face-to-face can be counted towards the so-called quality hours of interactions per subject per semester" [eLA8].

The OECD (2009) study, entitled, "Learning our Lesson: Review of Quality in Higher Education", reviewed 29 higher education institutions across 20 OECD and 9 non-OECD countries. This study identified that;

> *"Leadership at executive levels is a success factor. The participation of faculty deans is vital, as they are at the interface between an institution's decision-making bodies and teachers on the job. They encourage the cross-fertilisation of strategic approaches, build and support communities of practice, and nurture innovation in everyday practice in the classroom." (p.6)*

This report also identified that, "The success of quality initiatives supported by the institution depends mainly on the commitment of the heads of departments who promote the quality teaching spirit and allow operational implementation" (OECD, 2009, p.7). The greater size and complexity of universities, as well as the growth of an audit culture for teaching and research, have led to a greater emphasis on explicit management (Deem, 1998; Eckel, Green & Hill, 2001). Kogan and Hanney (2000) identified four potential sets of elite academics or leaders and, in particular, described:

> *"Change agent educators who tend to be consummate boundary professionals with a willingness to stray well beyond their original disciplines and communities to acquire and learn new practices that they have identified as priorities for their teaching. These educators are able to*

influence colleagues who cannot be reached by professional staff developers both as role models and through an explicit discourse concerning the role of educational technology within their teaching and learning models." (p.34)

This seems to indicate a place for the eLAs to be leaders and aligns well with earlier literature perspectives on the importance of establishing the eLA community.

The next section looks at students as key considerations; this quotation from one of the eLAs is a good summary: "Only until the management from the university can give us more time, then we can go through how to use these e-features in order to enhance the joy as well as the involvement of the students in the learning" [eLA3].

THE STUDENTS

The students were not involved directly in the 3C project, apart from being asked to contribute to an open forum on eLearning and a student focus group. This was mostly a decision around project manpower; we proposed from the start to focus mostly on academic staff as the primary enactors of eLearning cultural change.

There were some thoughts that acknowledged students as tech savvy but still preferring face-to-face classes: "… in particular the student population - while they want more e-learning, they do not want that to be the major component of the delivery" [eLA8]. Another interviewee expressed the belief that students should be asked for their suggestions about the eLearning support they would like: "The other thing I think we should be doing is asking students for their suggestions, because I think they experience a wide variety of e-learning. They go to five or six different classes every semester, and they're here for three or four years, and they're getting maybe 30 classes" [eLA1].

Another comment was that ultimately recruiting and retaining students to the University is linked to having solid eLearning experiences, "It's important! But, I mean that what these universities are doing in eLearning, because if you don't do it, you will lose your students; if you lose your students, you will lose your resources; if you lose your resources...your job..." [eLA2]. Another was about some specific effort to the self-financed post-graduate programs, "I shared with you just now -

spend more time on developing e-features for the master programme, to attract students to take the course" [eLA3].

From the beginning it would have been beneficial to have student input on all aspects of the project and for them to be a part of the eLearning community: "I think it will be extremely valuable if we can get some student representatives, because these are the people who are on the learning side and they will help with whether it will be horrible or not, so their feedback will be very valuable. Otherwise we always have people on the one side of the fence" [eLA8].

The tension experienced by teaching staff in designing eLearning experiences was expressed as an issue, as students are not prepared to put in extra effort outside of class: "I am still not very optimistic - I am sorry about that - because the students, unless you assign them a job, a piece of work, an assignment, which will be counted, they won't touch it. I am sure most of the students pay most of their attention to examinations only" [eLA4].

There were also comments that significant work needed to be undertaken to train and educate students in how eLearning is beneficial for them and their studies: "Of course I will first think about whether blended learning is helpful. And…if I've found this is helpful, then the second step is to educate the students, to adapt to such a new kind of learning mode rather than constraining themselves to being in the classroom learning. Once they've changed their habits, then you can launch a large scale of blended learning in the campus" [eLA4].

The feedback from the eLAs was that it would be best to build eLearning resources for students to access almost irrespective of the teacher's input: "My boss's attitude is very simple, in that you cannot control what the teachers do in the classroom. You can encourage them, and if they find it useful, then they'll use it. For some people, it doesn't teach their teaching style. But the resources are still there for the students to use" [eLA1].

One negative comment was that students sometimes use technology to their advantage to use social media to criticize their perceptions of bad teaching: "Last week one of my staff had a problem. As a program leader, I got a lot of negative

feedback. The staff member concerned indicated they [the students] had already put it on Facebook. So if they're using technology for teaching or learning it would be great, but they are not using it for that purpose. It's a pressure. So, I think they are really mature and know how to use technology for their advantage - not necessarily meaning good learning or teaching, but to their advantage. And I learned this last week. Terrible!" [eLA9].

One key area mentioned was to train students explicitly in eLearning, rather than assuming they can use the technology: "… in fact, the students know…but sometimes they only know the technology partially" [eLA16]; and: "I recommend that all the freshmen, the students, must attend some workshops, and share with other students about the learning culture in Poly U" [eLA14]. This reference to training was not in the technical sense, but rather a comment on how the technology at this university is used to support learning. This notion of broadening the training provided to students is supported by the work of Rovai and Jordan (2004), which identified education as "moving away from a faculty-centered and lecture based paradigm to a model where learners are the focus, where faculty members become learning environment designers, and where students are taught critical thinking skills" (p. 2).

The various comments related to students align generally with the move towards a student-centered educational approach and, in particular, the notion that, "A significant informal driver for the spread of TEL, or particular features of TEL, is pressure from students" (Kogan and Hanny, 2000, p.12).

Whilst the primary focus of this research was the perspectives of the eLA's a student focus group was also conducted near the end of the project in order to obtain some supplementary commentary of the work undertaken as part of the project and a student perspective on eLearning (16 students voluntarily attended the focus group and they were a cross-section of year levels and programmes of study at PolyU). Some of the comments from this session are presented below as an additional lens through which to situate the eLA comments and support their perspectives on the 3C model;

- "I think it is good to get the material anytime anywhere" (A similar comment to eLA ones regarding efficiencies and time)

- "One of the lecture said that they really like the fact that they can put the notes in WEBCT so that they don't need to print out the notes and students have to do so".
- "You can check the answer by checking the Internet code". This was a comment in relation to possible use of the Internet to "cheat" and find answers to class assignments. Interestingly this was not voiced by the eLAs
- "Some library staff comes to our classes to teach us". This comment supports the notion of students being trained, however it is training in the more traditional sense as opposed to the comment regarding training students in "learning" with technology.
- "Most of my subject lecturer will put our power point on our own faculty intranet instead of WEBCT". This was a similar comment to the eLA concerns about the institutional LMS as fit for purpose and aligns as well with the area of perceptions and requests for examples of eLearning or "Show Me".
- "I studied for two years only one lecturer using the WEBCT". This highlights the perhaps minimal use of eLearning by at least some staff and provides a subtext to comments regarding mandatory training, alongside time and recognition
- "Some of the lecturers will edit the power point or not even make it available for us and so I take a photo of it in class". This comment highlights student practices to "work around" teachers who, based on their own teaching approach do not share notes or powerpoints online for students to access as resources.
- "Technology is very important for us". A simple statement of significance of technology for students in this university.

These comments whilst not specific to the work undertaken as part of the 3C model being implemented, (as academic staff were the primary audience of the projects intended outcomes as specified in the approved project funding), students can be considered as the ultimate beneficiary of any improvement in the use of technology via a change in academic staff behavior towards learning and teaching. In hindsight what might have been interesting was a parallel survey being conducted pre and post

the 3C model being implemented specific to the 29,000 students at this institution and to compare this as well to the one that was conducted with the academic staff.

TIME

The importance of adequate time to implement eLearning was referred to often in the eLearning comments: “The problem is the time, because when I try to find some colleagues to give a presentation for them it is difficult, and we are looking for evidence of time-effectiveness made by computers. And many people said that computers make them busier. So, this is a problem. Maybe the problem’s not the computer, because computers make it convenient for people to do things, so they do more. So as a result, they are busy. If they do the same quantity as they did before, maybe computers would really help” [eLA16].

Similarly, “I think if the senior management can assign some of the time for teaching research, research in teaching” [eLA7]; and: “The teachers, we do a good and reasonable job, and that’s all. But if you want to do a great job, well they say they don’t have the time and they don’t count it” [eLA9]. These comments echoed similar concerns to those expressed in the earlier section on research. Feedback was also provided that staff time and availability to attend training should be considered: “There’ll be people so busy with their teaching and research that they won’t want to spend the time on going to workshops etc.” [eLA1]. Another was the time to build eLearning resources: “Why haven’t I put much or built many interactive activities for the undergraduate students? I did that before, but it’s really time consuming” [eLA6]. Also, there was a recommendation to specifically provide examples of eLearning that would save academic staff time: “I mean you know if you really demonstrate something that will save me time, my colleagues will come to you. I mean, but that’s really tough” [eLA2]. The next quotation, in particular, is a good representative summary of these issues: “I think probably teachers here do have quite heavy workloads and are afraid of taking on more things. They don’t want to do anything that needs excessive work. If you can’t help them to see that this could save time, and I think the barrier, one of the major things is time. And it is also psychological. They think that learning technology will take time, therefore they are not prepared to invest time, and they are looking at the short term, not looking forward to a long-term game” [eLA11].

From a more emotional perspective, this comment highlighted the interpersonal aspect of inviting colleagues' considerations in relation to participation: "….if they're involved in e-learning or blended learning too much, it just snatches away a lot of time, so they have less time on research and publishing, which is also required by the university. So, I think it should be… they would also feel relaxed when they are in. If they are in, and they feel they are captured and have no freedom, that's not good. So if they are free, they come in, they find it good, they stay, and if they're busy they go, and sometimes they come back. So we have to make eLearning more attractive" [eLA16]. Finally, there were some comments that aligned with earlier tensions regarding recognition and leadership from senior management relating to priorities: "Basically, we need to check our accounting, what are the priorities, what are the politics, what sorts of efforts and resources do we need to put in, because at the end of the day, everyone is only having 24 and 7 days a week, so the priority is so important" [eLA12].

The JISC guide to change management (n.d.) identified, "I haven't enough time" as one of five common objections to learning and teaching change. Similarly, Foster (2002) indicated that a push for efficient and more effective education has been a constant feature in many technology-enhanced learning initiatives. Increasingly, however, as Henkel (2000) noted in "*Academic Identities and Policy Change in Higher Education",* individual academics are dependent on the institution for their places within a system in which resources are tight, workloads are becoming heavier and quality demands more pressing. It was noted that the eLA comments across most of the three areas of broad categorisation related to time in various ways, although none of them noted the concern as referenced by Roos (2005) that, "There is a risk that the desire for change among teachers in higher education is confused with a desire for 'labour saving' technologies. This leads to increases in efficiency but no change in their practice – the phenomenon, that is, of innovation without change" (p.32).

This section has presented an analysis of the data drawn from 16 interviews conducted with the eLAs. From these data three broad categories emerged, described as "Renovation, Revolution and Revelation" and which were used to situate the findings of this study. Within each of these categories smaller clusters of information were presented: broad structural aspects (Renovation), feedback on specific aspects

of the 3C project (Revolution) and the unexpected factors that were not considered as part of the project (Revelation). This indicates that whilst technology can assist teachers to "save time" if implemented well, this use of technology is a minimal use in comparison to broader uses of technology to engage with students as active learners in online spaces.

Within each section some literature perspectives were referenced in order to further situate the discussion with the broader context of research in each area. However, the main purpose of this section was to let the eLAs' voices be the lens through which to evaluate the 3C model. The next section draws together these perspectives and presents a summary of the findings as well as a series of recommendations for further consideration.

4.5 Findings Summary

An analysis of the findings that arose within this study has illustrated some of the factors and considerations involved in blended (e)Learning institutional change via the 3C model. The results of the study and the discussion thereof have indicated issues worthy of further consideration within the areas of (e)Learning institutional change across "Renovation, Revolution and Revelation". The initial literature review also identified issues as related to the 3C model and associated deliverables and these literature narratives that situated the deliverables and areas of focus of the 3C project were generally supported throughout the interview analysis and by the subsequent findings.

Qualitative research rests on four axioms: three are at the ontological level, dealing with the nature of reality, causality and transferability. The fourth, at the epistemological level, is concerned with valve-freedom and objectivity (Lincoln and Guba, 1985). A qualitative study should reflect the multiple realities constructed by the participants. It should rely on pattern theories, take account of phenomenal elements in the context and since this qualitative methodology has focused on a relatively small case study it is suggested more appropriate to consider transferability rather than generalizability. As mentioned, transferability refers to the extent in which the research findings can be applied in other contexts. Previously

acknowledged was that at an epistemological level this study reflects that the researchers involvement made objectivity unachievable, and was not the aim of this study.

The three institutional change factors identified and discussed are; broad structural aspects (Renovation), feedback on specific aspects of the 3C project (Revolution) and the unexpected factors that were not considered as part of the project (Revelation). These have all contributed to a greater and more nuanced understanding of the 3C model as an approach for institutional eLearning change.

The significant task of reducing the interviews with the 16 eLAs, comprising approximately 19 hours of interview time and 204 pages of verbatim transcription, was approached as outlined in the Research Method and Design section. The structure emerged from key words within the quotes and involved organizing the responses within the above-mentioned three categories of "Renovation, Revolution and Revelation" as a way of systematically presenting the data in a meaningful way.

Generally the feedback and perspectives were categorized according to the following perspectives:

- Renovation
    - funding
    - research expectations versus teaching
    - staff understanding of the possibilities and pre-existing perceptions of eLearning and SFQ's
- Revolution
    - recognition
    - the eLA community
    - training
    - eLearning examples (or "show me")
- Revelation
    - Time
    - leadership
    - students,
    - time

Whilst these categories were used to organize and present the depth of data that evolved from the interview conversations, many of these areas were interrelated, as were many of the comments. There were, however, a few quotations from the eLAs that the researcher felt provided an excellent summary of these cross-category comments in relation to the feedback on the 3C model as an approach to institutional cultural change:

> *"The 3C project is a very positive way to get blended learning on the map in PolyU, so I think there are things to be done, more could be done, and maybe carefully looking at the strategic resources to make sure that you know you have something that goes beyond satisfying that particular need. This way we know, how would that benefit the other people in PolyU? How can we make sure to continue to go beyond when you finish this project?" [eLA11]*

> *"You have taken the opportunity to push your thing. I think generally the project is moving things along, the right sort of thing, maybe the volume is not there though. You are getting your influence there but never a major impact, you are trying to move a sort of mountain; you've got to do something at certain places. I don't know how you do it really. It has to be a top down, sort of concentration from the department; maybe a task force can continue to push things forward. Or awareness raising, education, with the ideas and thoughts from people, keep pushing it. And then eventually, you may find something stick and, as younger people come in, more open, more willing to bring about technology, in five years the whole scenario will be different. It takes time". [eLA14]*

> *Interviewer - So what do you consider to be the blended learning culture at PolyU? What are the indicators of culture? What are the components and the sorts of things that make it up? I mean what are the specific things in PolyU you think in this case?*
> *eLA – " All right, let me first suggest the components. I would consider the following dimensions to be of importance in terms of gauging a university's culture. They would be the awareness and the use of all sorts of online learning channels, including the Internet, to achieve better learning outcomes for all the participants; recognition and encouragement of use of such blended learning tools and pedagogies by management, and I suppose*

good feedback from participants and graduates, about their liking of these pedagogies. And ultimately, if we can measure the tangible learning outcomes obviously to see the potential improvements about all the graduates. And now in terms of how PolyU fares across these dimensions, I have a disparate view across the entire university. Broadly speaking and frankly speaking, I don't think the university as a whole has a good blended learning culture. I don't think so. I think the championship and the leadership is very much within individuals, a small group of individuals scattered across the university, who are quite passionate and also knowledgeable and willing to put the time and effort, irrespective of whatever, official and unofficial measuring milestones, and progress their learning via different types of pedagogies and blended learning techniques. That's my view". [eLA8]

These quotations highlight the inter-relatedness of these issues. As Oliver and Dempster, (200) noted, there are many different approaches that universities have used to embed eLearning into their "everyday" educational practices. They indicated that many rely on innovations undertaken by a small number of individuals or departments to inspire and drive uptake, whilst some have developed large-scale, institution-wide implementation projects similar to the 3C project. Suggested is that these models or approaches to large-scale initiatives must be reinterpreted via the specific context of the institution and implemented through communities, change agents (the eLAs) and opportunities for collaboration. (The three "Cs" of the 3C model being, collaboration, community and context.

Within each of the three areas of "Renovation, Revolution and Revelation", some interesting and unexpected feedback emerged on aspects of the 3C model and associated deliverables. Parallel concerns were mentioned in relation to time and tensions, due to research expectations. The recognition of this tension was considered to be a core factor, in terms of time, promotion and senior management support. It was suggested that training, and perhaps compulsory training, could have enhanced the impact of the project. There were mixed comments on the effectiveness of cultural change relating to eLearning, with many acknowledging the difficulties of moving academic staff members' mindsets, in particular those who had been teaching for a long time. Some eLAs acknowledged the cultural aspects in terms of power and community influence within an Asian context. The establishment of the

eLA community and clear intention to continue this good work and to build on this approach were supported unanimously. Finally, it was a very interesting discussion relating to students, their use of technology and their possible involvement in large-scale institutional change projects. Noted was also the parallel concern about needing to change students' attitudes towards technology for learning and to provide training in this regard.

Section 1 of this chapter has provided an introduction to the study and outlined the 3C project objectives and aims. Section 2 situated this intention and project within various literature perspectives, section 3 qualified the research method and design and this section has outlined the findings using the eLA interviews as a lens through with to seek feedback on the 3C model as an approach for blended (e)Learning institutional change. The next section provides a number of concluding thoughts and recommendations as a summary in relation to this research.

6. CONCLUSION AND RECOMMENDATIONS

This study was largely an individual, independent initiative and the researcher is not seeking to cite the occurrences within this small-scale research study as "common practice". From the analysis of the eLearning advocate interviews, three referential areas emerged to describe the lived experience of this project; the project's impact, as experienced by the eLAs, involves a complex set of borders and sets of dynamic, multiple, conflicting forces. The framing of (e)Learning institutional change as "Renovation, Revolution and Revelation" has emerged in equal parts from the practitioner / researchers experience, the literature perspectives presented and the analysis of the interview data themselves. They have been presented here as a way to, "interrogate and influence the formation of these borders" (Johnson-Eilola, 1997, p. 37), and to provide a lens through which to evaluate the 3C model as an approach for institutional change in (e)Learning.

As stated at the beginning of this study, the key research question was: "*What are the qualitatively different ways the eLearning Advocates perceive the 3C model as an approach for blended (e)Learning institutional change*"? The "borders" and conception of the 3C approach were described and then situated across various literature perspectives. This study was intentionally context bound and the findings were interpreted in context. It was concerned with specific statements relevant to a particular time and place and the subjectivist methodology was aimed at naturalistic generalizations. The researcher relied heavily on practitioner judgments, but based these judgments on a perception and knowing of educational practice and this context. In this context the practitioner / researcher was in the role of a research opportunist and his presence in the research setting over a period of time aligned with the goal of "conducting one's study with representative samples of subjects, tasks, and contexts to which one wishes to generalize" (Lipshitz, Klein, Orasanu & Salas, 2001, p. 386).

This research has described the implementation of a strategic institutional project at the Hong Kong Polytechnic University in the area of eLearning and the qualitative evaluation of this project's model as an approach for institutional change in the area

of blended (e)Learning. The evaluation of the 3C model utilized data drawn from interviews conducted at the completion of the project with a group of 16 eLearning Advocates (eLAs). The interviews with the eLAs were chosen as the focus of this research because they were drawn from all faculties and schools and they were involved in all aspects of the 3C project.

Analyses of the deployment and evolution of eLearning in universities have sometimes found limited impact on the everyday learning and teaching practices of teachers (Bonk, 2006; Dziuban, etal., 2015). This is generally suggested to be due to a failure of implementation, support or teacher attitude. The eLearning advocates widely acknowledged that there has to be a change in how we design educational experiences. Most recognized that the convergence of the classroom and technology has the potential to transform higher education for the better. However, they noted a series of cascading and inter-related issues across the following key considerations and associated recommendations:

Renovation

1. Funding is an important part of supporting staff in teaching and learning projects but must include time release, ideally in the budget model
2. Research expectations versus teaching must be made clear at an institutional and practical level
3. Staff understanding of the possibilities and challenging pre-existing perceptions of eLearning must be addressed with many opportunities for discussion, ideally from eLA colleagues as much as learning designers
4. SFQs or evaluations of teaching per se must include technology, not as a separate entity but as an accepted part of learning and teaching improvement (assuming other related considerations such as transparency about "what" exemplary teaching in the 21st century includes as being in place)

Revolution

5. Recognition is essential in terms of identifying best practice as well as opportunities to celebrate

6. The eLA community was a significantly positive influence on the eLearning institutional change. Recommended is to consider to expand this community and formalise it as fit for purpose
7. Training should be provided often and should ideally be a continuous and ongoing aspect of maintaining currency of knowledge in the higher education context; from a student perspective it should also include a focus not on what to click for what technological function, but rather a focus on why and how technology is used in their institutional learning journey
8. eLearning examples (or "show me") should be contextual, relevant and ideally generated by both staff and students as co-collaborators in learning improvement

Revelation

9. Leadership is essential in terms of all aspects of support for any cultural change endeavour, with many opportunities to communicate, and responsiveness to all levels of staff
10. Students should be seen as essential partners in the process of eLearning change and involved often and strategically
11. Time is an essential component in any change process and should be built into the structure of any project, in particular for the academic staff directly involved as part of their workload or time-release.

The above considerations and recommendations represent a summary from the eLA interviews and broadly relate to the acknowledged need for education to respond to the growing digital tide. Specifically, they form a series of recommendations for further analysis and consideration as related to similar institutional change initiatives. It is suggested that the response in using technology to support learning and teaching may vary from pervasive implementation to negotiating with it possibilities or opposing it; however is a "forced choice", an unavoidable decision. As one of the eLearning Advocates stated, "It is something like a ship, you try to do it. But you can't change the culture suddenly overnight. Do it progressively…and with clarity and priority" [eLA7].

Early in this research study the labelling of (e)Learning was identified as relevant in order to suggest that any change incorporating technology in learning and teaching is

primarily a change in learning per se. As one eLA described, "..maybe we should just have learning, we should have teaching, why should have the E, you know? I know we like to put everything into categories, and organize everything and classify everything, but maybe there is a case in this case for not separating; this is a needed and necessary part of teaching" [eLA11].

The expanded eLA community could potentially bring further deep thought and insight into the creation of eLearning resources that support teaching and learning as well as a more complex understanding of the potential uses of eLearning by academic staff. The creation of appropriate eLearning resources to support pedagogy and their use by academic staff can be seen as an entwined relationship. This relationship involves the creation of eLearning resources that appropriately support pedagogy, the pedagogy that is fundamentally changed by virtue of its integration with eLearning, and the individual (and possibly community) role in acting as agents of change influencing implementation and the evolution of further use in the broad university context. In conclusion, I feel this quotation captures a summary of the above considerations as aligned with the outcomes of this research, "I do think that you're heading in the right way. But as all we know, changing the culture is not an easy task, it cannot be done overnight. We have to be prepared that changing the culture in fact is not our actual target, we are only try to diffuse something new within the campus, [insert, within our community and beyond] and hope that people would like it" [eLA4].

The analysis of the eLA interviews was one lens through which to evaluation the 3C model as an approach for blended (e)Learning institutional change, and did shed light and a greater understanding on perspectives related to this change, both specific to the project model and broader. It is acknowledged that there was other evaluation methods utilized and that these were captured within the complete project evaluation report, consequently the outcomes of this study should be considered in relation to these other data sources.

In conclusion, the 3C project was a two year institutional initiative at PolyU, funded by the Vice President (AD) in support of PolyU's Strategic Plan 2008/09-2011/12. The broad aim of this project was to "enhance the eLearning / Blended Learning culture" within the university and the model used to address this was the use of the

three concurrent foci of collaboration, community and context (3C). The 3C model was implemented via nine deliverables in order to achieve the objectives of the project. An evaluation of the 3C model as an approach for blended (e)Learning institutional change was conducted via a qualitative case study with the data source being a series of interviews conducted with 16 eLearning Advocates. These interviews with the eLAs were amongst the many evaluations conducted under the auspices of the 3C project and were chosen to be the focus of this research for several reasons: they were drawn from all faculties and schools, they were involved in all aspects of the 3C project, they represented a cross-section of roles, they represented a cross-section of technological skills, they had a variety of attitudes towards eLearning, and they had the most consistent and lived experiences of the 3C model (and project deliverables) across the two years. The analysis of the eLA interviews identified factors to be considered as related to institutional change and these perspectives, whilst categorised across Renovation, Revolution and Revelation, represent a complex set of inter-related borders with the eLAs, perhaps, being agents of change navigating within and across these considerations.

The landscape and borders of learning and institutional change are complex, because they are drawn from the forms of the past, transformations of the present and possible territories of the future. Re-fashioning the eLearning borders of an institution and associated goals regarding institutional change is not a process related to information processes, nor can it be drawn from a blueprint per se, but has to evolve as responsive to the constituent parts of the whole. This research and the perceptions of the eLAs, have been identified as some of the constituents of the 3C model that have formed an essential part of the 3C project. The eLAs' roles as change agents in this context and the recommendations drawn from their perspectives identify a set of considerations worthy of further analysis.

The next section deals with a reflexive account of the practitioner /researcher's doctoral journey. It outlines the integration of academic and professional knowledge and links this to potential changes to his own learning and professional development. The integration of reflection and the eLA interview feedback on the 3C model have contributed to a richer and greater understanding of factors to be considered in relation to the project, the model and the area of institutional change related to blended (e)Learning. It is envisaged that this research will be useful to institutions

considering implementing similar large-scale strategic initiatives in the area of blended (e)Learning, and it has assisted the researcher to refine his own practice.

7. A REFLEXIVE ACCOUNT

PREAMBLE

"Supposing an Emperor was persuaded to wear a new suit of clothes with material was so fine that, to the common eye, the clothes weren't there. And suppose a little boy pointed out this fact in a loud, clear voice...
Then you have The Story of the Emperor Who Had No Clothes.

But if you knew a bit more, it would be The Story of the Boy Who Got a Well-Deserved Thrashing from His Dad for Being Rude to Royalty, and Was Locked Up. Or The Story of the Whole Crowd Who Were Rounded Up by the Guards and Told 'This Didn't Happen, OK? Does Anyone Want to Argue?'

Or it could be a story of how a whole kingdom suddenly saw the benefits of the 'new clothes and developed an enthusiasm for healthy sports (mostly involving big beach balls) in a lively and refreshing atmosphere which got many new adherents every year, and led to a recession caused by the collapse of the conventional clothing industry.

It could even be a story about The Great Pneumonia Epidemic of '09.
It all depends on how much you know."
[and your point of view]
Terry Pratchet (2001) *The Thief of Time*, p11-12.

The following provides a summary of my reflexive professional journey in being the 3C project leader and through the concurrent concerns of being the practitioner / researcher of this Professional Doctorate research study. The above quotation from one of my favourite authors, Terry Pratchet, highlights for me the inherent nature of reflection being a subjective truth, made in a certain context, at a certain time and from a certain perspective.

My current role as an Educational Developer has provided me with many opportunities for professional development. This research project has been another opportunity for me to extend my professional knowledge within this strategic

initiative as a practitioner / researcher. The act of engaging in this project in this role facilitated professional change for me, since my perceptions and actions were changed in the process of reflecting (Brown and Jones, 2001). If research can be seen as a "systematic enquiry made public" (Stenhouse, 1983, p.11) then practitioner research can be seen as a "systematic enquiry made public and practical" (Stenhouse, 1983, p.11). The goal of this research in evaluating this model is framed within a very practical intent. The evolution of the 3C research project has drawn upon 20 years of teaching, three formal qualifications and, most recently, my work during the last eight years in academic staff development. I feel that the Work-Based Studies learning programme and Professional Studies Doctorate at the University of Middlesex has enabled me to achieve my goals of producing work at the doctoral level, based on an "applied' project and of making a significant practical contribution at a professional level to my current field.

Leading the 3C project was, I think, one of the highlights of my career to-date. It provided me with an opportunity to hone leadership skills and to propose a project structure that would have a significant impact on the University in which I worked. I am very grateful to the University and in particular the Director of the Educational Development Centre for having faith in me to lead and manage this project. Similarly, the opportunity to embed the work to be undertaken within a research and practically focused doctoral framework was also of great benefit to both the deliverables of the project and my own career. This study has been an opportunity to enhance my professional knowledge, reflect carefully on my professional work and research my practice, and has provided me with an approach to develop my practice through practically focussed research, engagement with relevant literature and culminating in this case study which makes an original contribution to professional and academic knowledge in my discipline area. Soon after this project was completed I was seconded to work directly for the Vice President (Academic Development) as "Special Assistant eLearning" and I would credit this opportunity to the success and work undertaken as part of this project.

This chapter outlines my reflective journey and my integration of academic and professional knowledge, and links this to potential changes to my own learning and professional development. Such "productive reflection" (Davis, 2006, p.281), that includes the integration and analysis of emergent issues, outlines how the

professional doctorate journey has benefitted my own personal and professional learning.

All practice occurs in social and political contexts and no project with a goal of large-scale change is situated within a cultural (or epistemological) vacuum. I have tried to undertake my critical reflection of the many influences within the 3C project from an objective stand-point and align my process of reflection with as Bengtsson (1995) captures;

> *"Most far-reaching is the idea of a completely autonomous teacher who, with the help of reflection, is able to see through all political, social, historical and other ideological factors embedded in every educational situation and, from this elevated position, choose freely and consciously in order to take full responsibility for his or her actions". (p25)*

Hofstede (2011) described cultures and organizations making reference to "software of the mind" (p.25), and in this way my doctoral journey has enabled me to work through what I will describe in this critical reflection as a series of software updates and technological metaphors. This analogy seems particularly relevant and suitable given both my passion for enhancing student learning using technology over almost two decades and the subject matter of this study.

6.1 Installing the Operating System

PolyU's Strategic Plan 2008/09-2011/12 (2009) captured a broad global intent to incorporate Blended Learning. In particular section 1.2 (c) stated: "*To promote the wider use of blended learning (i.e. a combination of e-learning and face-to-face teaching/learning) to enhance quality*" (p.9).

In late 2008 the previous {senior manager}, asked the Educational Development Centre to propose a project at a more strategic level within the university in the area of eLearning. The Project Leader (being the longest serving Learning Designer in EDC) was then requested by the Director of the Centre to develop a project proposal in this area. From this broad intent the specifics of the 3C project were born. The

project's vision and approach were developed and driven by the Project Leader (myself), based on research in the area of institutional change. A 3C framework was used, 3C being the three concurrent major foci of;

1. **C**OLLABORATION – Many PolyU staff would agree about the overall benefits of eLearning and a Blended Learning approach as beneficial to themselves and their students, and yet sometimes within PolyU eLearning is being used in limited ways. One proven way within the PolyU context is to utilize internationally renowned experts / consultants to provide substantive, credible and authoritative impetus behind the cultural change. Within this project these experts collaborated with departments, with the Faculty eLearning Advocates and with the wider PolyU community through various dissemination events (such as a Symposium). This approach thus ensuring the impact, weight and essential engagement with staff associated with the project. I always found it interesting to note that that the key messages relating to eLearning conveyed by the project team almost always aligned with the views of the respective international experts. However, the view of someone external to the context of the institution always carries greater weight and impact.
2. **C**OMMUNITY – central here to the project was the intent to engage with *many* people and a growing *community* of staff interested in enhancing their existing Blended Learning practices. The eLearning Advocates were used as key initiators of change contextual to PolyU. They had the opportunity to receive professional development and mentoring and provided a key contextual insight into academic life at PolyU, particularly from their respective discipline areas. It was suggested that the change to existing practice should be initiated by staff rather than developed for them, and the eLAs were a primary conduit for enacting this change. The role of the eLA has been described earlier in the study and is expanded on in relation to moments of critical reflection later in this chapter
3. **C**ONTEXT – Many large-scale initiatives are not sustained in the long term because, when theory meets practice, the context and mechanisms for support are overlooked. What was initiated here was the grounding of abstract theory re integrating / enhancing eLearning within specific pragmatic support for staff. Needs Analyses were conducted on two occasions during the project to obtain an understanding of the current eLearning practices. Also, two specific

> resources were developed to assist staff in timely and pedagogically effective ways of implementing Blended Learning, the Learning Design Templates (now having been trialled with two cohorts) and the eLearning Mapping Tool or ELM (which was evaluated as a prototype). These resources incorporated input from the eLearning Advocates and eLearning consultants and were an integral part of the project.

During my doctoral journey I read David Green and Deandra Little's (2013) work on leading from the middle, and their notions of *transformational* leadership that might actually work in higher education. They described very accurately the ecosystem in which the 3C project was born and my role in this project as one in which I needed to intentionally maintain numerous tensions - as he described, "to step over lines without encroaching; to identify the cracks without destroying the edifice; to be leaderly, yet unassuming" (Green and Little, 2011, p.524). At the time I was invited to put together the 3C project proposal I was working under a Section Leader, who reported to the Director of the Centre, who reported in turn to the Vice President Academic Development. In being the Project Leader of the 3C project I was dealing directly with Deans and Directors, VP's alongside Professors, Chairs of Learning and Teaching Committees, fellow colleagues and external professionals. It was in fact, I think, very useful to be able to leverage previous connections I had made at PolyU and, in some instances, this hazy middle ground afforded me a unique opportunity in which to navigate between the Deans, administration support unit colleagues, senior management and lecturers at the coal face of the eLearning change.

The 3C project was conceived (*or installed*) based on the application for funding crafted by myself (as Project Leader), and at the time I remember being distinctly enthusiastic about the project and model I had proposed, and perhaps in hindsight a little naive in relation to the interpersonal and political ecosystem I was entering. Whilst the 3C project employed a few staff to offer pedagogical support, programming and administrative support for the project, it was also essential for the project aims to work closely with colleagues in the Educational Development Centre and across diverse contexts at PolyU.

With the broad aim of enhancing the eLearning and blended learning culture at PolyU, the 3C project sought to strategically within a multidimensional approach (3C model). The broad aim was to encourage them to take advantage of blended learning opportunities in their teaching, and to provide resources appropriate to their needs and contexts in order to help them realize these opportunities. This approach was in line with research evidence about effective change management in higher education showing that successful changes are the result of the coordinated efforts of the most appropriate and best-positioned people.

Update 1.0 to 1.1 – Power, Possibilities and Tensions OR .PPT

I remember, at one stage, reflecting that the 3C project and our extensive and bold ambitions to change the institutional culture were similar to a series of slides, a sequence of scaffolding events that would unfold like the presentations I was so used to conducting in my educational developer role, that each step in the sequence would be straightforward, and could be planned and presented easily. But then, of course, I discovered that, similar to any large-scale project, there were boundaries, territories and tensions to be avoided and navigated, and stakeholders both internal to and external to the work being undertaken. Boundaries occurred in relation to the existing Faculty and School structures, which primarily operated as separate areas in the institution, territories in relation to each of these areas and the respective eLAs to work with and be involved in the project, and tensions sometimes in managing the deliverables of the project in parallel to other unfolding EDC work.

Early on in the conception of 3C it was proposed that any cultural change is ultimately enacted through engagement with people, (referring to, for example, Holt and Challis, 2007, who identified specific support for the eLearning Advocates as change agents), and through the provision of resources appropriate to their needs and context. The slogan "3C - What's in IT for me?" is a shortened version of "3C - What is in Information Technology for me?" and reflects the pragmatic underpinning of the project to assist the staff at PolyU in considering the appropriateness of eLearning for their context.

Another challenge was that I needed to lead a large-scale institutional initiative with

no official power to do so by virtue of my rank in the university, but perhaps much personality. Fortunately, two senior managers were very supportive and helped to make my role in the project much easier, and certainly I was able to build on my previous four years of work at PolyU and the relationships made during this time to establish credibility and trust.

As mentioned earlier, it has been suggested that any cultural change is ultimately enacted through engagement with people (rather than policy) and through the provision of resources appropriate to the needs and context of academic staff. The term resources here is used in a broad sense in order to capture various project achievements, such as the establishment of the eLearning Advocates Community in order to gain an understanding of each Faculty and School's context, barriers and areas of support needed and to establish a community of practice in the area of eLearning and blended learning. The international experts invited to work with PolyU staff and to provide substantive, credible and authoritative impetus to the cultural change were also considered a resource. Others were the development of an (e)Learning Mapping (eLM) online resource and Learning Design Templates to assist PolyU staff at a pragmatic level; the Needs Analysis reports on current PolyU eLearning and blended learning practice in order to accurately identify current practice as well as areas of need / concern specific to the PolyU context; and, finally various means used throughout the project to it to as wide an audience as possible. An essential aspect of cultural change is to "make some noise / create some energy" about the process and benefits. Events such as the Teaching and Learning Innovation Annual Award, eLearning Showcase and Teaching and Learning Innovation Symposium were designed to challenge assumptions about eLearning, raise the profile of eLearning / Blended Learning in relation to their benefits, and celebrate and reward good practice.

6.2 Update 2.0 – Critical Incidents

A project of this nature faces many challenges related to institutional change. One acknowledged strategy for institutional change is to ensure many opportunities for communication, or, promotion of key messages within the community and

discussion, or, providing opportunities and forums to problem-solve the various issues central to teaching and learning.

Various means were used throughout the project to enable opportunities for communication across a wide-cross section of PolyU. At the start of the project a website was established; www.3c.edc.polyu.edu.hk, to raise awareness of the project goals, outcomes and resources. The eLearning Advocates met as a community of practice monthly during the project and, as the project was closing, 14 of 16 advocates were willing to continue to meet due to the value of these discussions. In addition to the showcasing events mentioned above, regular eNewsletters were sent out to all PolyU staff and Roadshows were offered to all Faculties and Schools to introduce Blended Learning and the 334 curriculum change. In particular these Roadshows were structured with the clear intent of providing forums for staff in Faculties or Schools to present to their colleagues and to discuss issues re Teaching with Technology. This aspect, in particular, was identified by the participants as very valuable.

Coming across Geoffrey Moore's "Chasm Theory", about the adoption of innovation and the significant gap between early adopters and the early majority and strategies for “Crossing the Chasm” (Sawng, Om, Shin and Lee, 2010), was one of those “ah-ha” moments in which you realize that your approach, driven and guided by many years of practice and professional knowledge in the field, is actually supported by theory and research. Moore explained “the Chasm Model” as representative of “a pattern in market development that is based on the tendency of pragmatic people to adopt new technology when they see other people like them doing the same” (Sawng, et al., 2010, p.220). That eLearning can be a vehicle for change when people (in this case, the eLAs) have opportunities to share, showcase and discuss what they are doing in the area of eLearning.

This adoption curve is similar to those advocated by proponents of innovation diffusion (e.g. Gladwell, 2002). However, Moore’s innovation is the introduction of the Chasm as an acknowledgement that a steep rise in quantity of users of an innovation is not necessarily a smooth progression. Instead, he noted that the progression can be segmented and divided into distinct phases during which the

"growing technology company must sell its product to distinct classes of customer with distinct needs and concerns to address" (Sawng, et. al. 2010, p.220). He approaches this from a market driven perspective, however I suggest it is equally valuable a comment within higher education, and certainly within my experience.

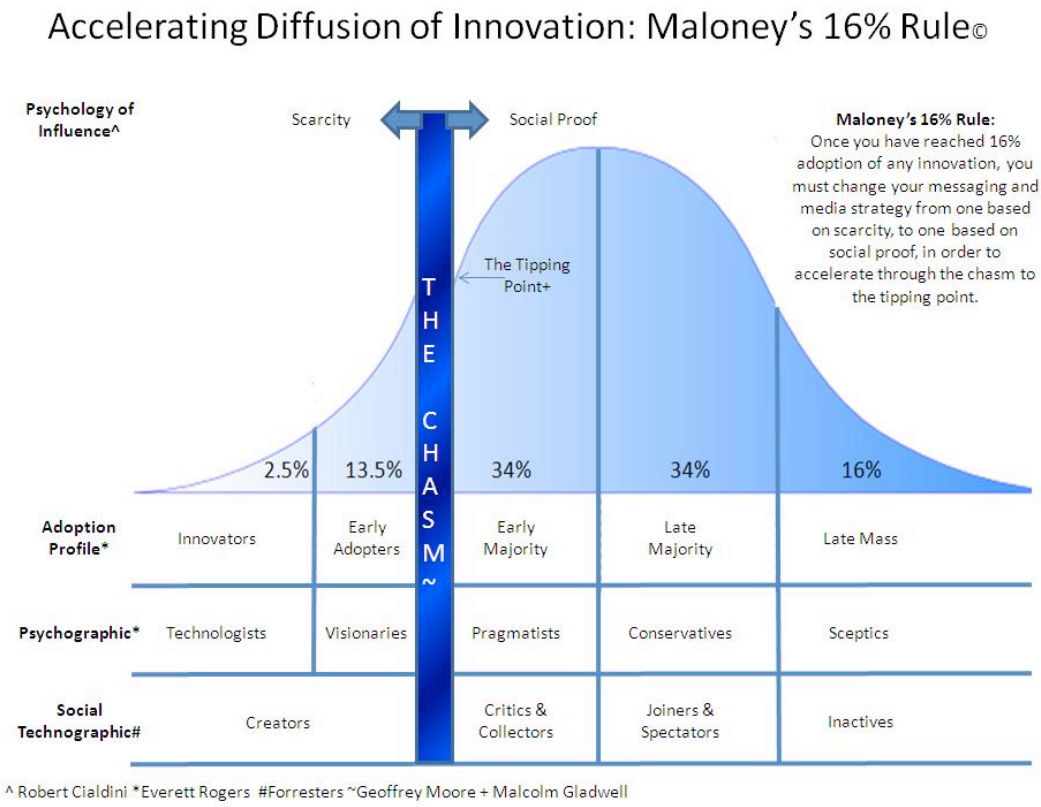


Image reference – https://chrismaloney.files.wordpress.com/2010/04/accelerating-diffusion-of-innovation-maloneys-16-rule.jpg

Figure 5 *The Innovation Chasm*

Moore (2007, no pagination) defined the five customer bases as follows:

- Technology Enthusiasts: Innovators (roughly 2% of the market)
- Early Adopters: Visionaries (15%)
- THE CHASM

  Early Majority: Pragmatists (34%) - Pragmatists critically reference within their peer group before committing to major technology investment.
- Late Majority: Conservatives (34%)
- Laggards: Skeptics (15%)

The chasm represents the divide between two distinct groups. It separates between the early adopters and insiders who quickly take on board innovation and the more

conservative mainstream. Moore (2007) described four fundamental characteristics of visionaries that could potentially alienate the pragmatists:

> "1) lack of respect for the value of industry or colleagues' experiences
> 2) taking a greater interest in technology than in their industry
> 3) failing to recognize the importance of the existing product infrastructure
> 4) overall disruptiveness." (No pagination)

These differences were quite evident in the inter-relationships between the eLAs as a group, and it was a critical moment to realize that, as the project leader, I needed to establish strategies to mitigate these two distinct approaches to the adoption of eLearning within this context. Certainly some of the eLAs were easily identified as Early Adopters, however as the project progressed it was interesting to note that some were certainly Pragmatists, and even some I would classify as Conservatives. Pragmatists (such as myself) ideally want references from peers whom they trust, not from eccentric early adopter "lunatics" (as they would see them), although I hesitate to include my passion for technology to support learning and teaching in this category.

The diagram above identifies this "Chasm" and suggests "Maloney's 16% rule: Once you have reached 16% adoption of any innovation, you must change your messaging from one of scarcity to one of "social proof"" (Moore, 2007, no pagination). It was only in hindsight that this was explicitly the structure I had set up in the 3C project, the focus on the eLAs as "social proof" of eLearning and the different opportunities for the eLAs to gather and share (16 meetings in total), to disseminate via the eLearning showcase and Symposium and various internal departmental and School-based events. As well, I had built into the budget a small amount of money, $12,000 HKD, for them to attend conferences as another way of "spreading the word" about eLearning in this context.

Any large-scale project has its challenges and the 3C Project had several critical incidents that impacted on its progress. These were:

- Difficulties recruiting appropriately qualified staff for the Senior Project Fellow position, with four rounds of advertising conducted before an appointment was made

- The departure of the Senior Project Fellow half-way through the contract, six months before the project was scheduled to finish
- A time lag of five months between the Senior Project Fellow leaving the project and the new appointee arriving
- The gaps in communication identified early in the project. In particular it was difficult initially to identify the appropriate communication channels. It was assumed that the eLAs, as a collective group, would be the best people to communicate and promote messages about the 3C Project, or to make decisions on behalf of the Faculty or School. However, in many cases this assumption proved false with greater effort needed to keep Deans as well as other staff (other than the eLA) from respective Faculties and Schools in the loop. This sometimes resulted in difficulties and hindered some of the 3C Project activities and agendas
- Aligning project activities with the academic cycle of the semester. In particular, staff was always very busy during the semester, and often on leave or engaged in research outside of semester time. This lack of space to consider other things such as the use of eLearning and blended learning in their already full workloads was a significant challenge for the project;
- The change of the University's Vice President for Academic Development during the life of the project meant that the relationship and goodwill built up by the project sponsor had to be re-established with the new incumbent, right at the point where the project seemed to be gaining some ground in areas such as the LMS debate and the need for an eLearning strategy;
- The reversal of the decision to adopt Moodle as the institutional LMS created difficulties for the Learning Design Templates and other work with Faculties and Schools that involved using an LMS. This was still to be resolved at the project's closing. In fact, it was suggested that some of the 3C project work shed much light on the use of Moodle and influenced the University decision to undergo a LMS evaluation.

Interestingly these challenges did not impact on the funder's expectations regarding the project. The 3C project was funded for ~3.1 million HKD and the project proposal, 3C model and deliverables were approved by the senior management as fit

for purpose in achieving the stated goal of blended (e)Learning cultural change. As the funders had endorsed this approach and deliverables to institutional change this formed the body of work to be undertaken. The final project report that outlines all the project activities, outcomes and evaluations conducted was approved and of note is that we were able to return ~$200,000 in funding and still achieve all objectives of the project.

Building the relationships with the eLAs was a key goal and key benefit of the project and, in my opinion, a key reason for the success the project had.
This research study could have focused on any of the nine deliverables of the 3C project, as all provided significant data and opportunities for further analysis, however the eLA community, and the strong belief I had grounded over many years of professional practice that people are the primary enactors of institutional change, meant that I believed the eLAs would provide the best “lens” through which to analyse the 3C model.

It was a deliberate decision to focus on the main aspect of the project in which people were involved. In particular, as I have and re-read the interviews and listened, on many occasions, to pick up the nuances of tonal meaning captured via the audio recordings, I realized I had crafted an environment in which trust, sharing and frankness were present. The eLAs, whilst “advocates” in name, certainly represented a cross section of opinions on the usefulness of eLearning.

During the interviews I tried to provide some information about myself for the eLAs "so it [felt] less a one-way information flow" (Measor, 1985, p. 63). Awareness of my non-verbal signals was also important: eye contact, smiles, a projection of concern and interest. These were made 'larger than life', “you do have to listen, but you also have to look as if you are listening” (Measor, 1985, p.62). The Advocates needed to feel “safe”, not only in the physical sense but also in an intellectual sense, to be confident that their views were valued. I was particularly aware that I needed to convince the advocates that it was their perceptions of the 3C model and the associated deliverables under investigation that were important. This, in turn, gave them a feeling of some control over the interview and over the research generally. According to Maykut and Morehouse (1994), when interviewees feel like *collaborators* in the research process, “[they] are more likely to tell their own

stories" (p.99), and the Advocates "story" of the 3C project was really what was under investigation.

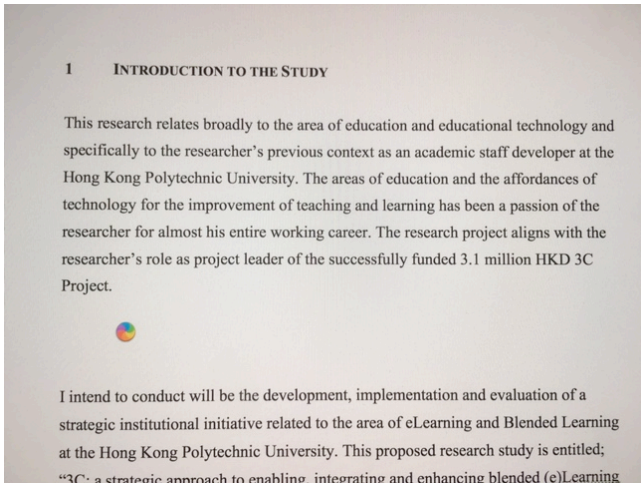
One significant part of the project was the opportunity to work directly with Faculties and Schools to help address their specific needs. As Project Leader I was able to meet with each of the Deans (or their designates), as well as the IT Director and Head Librarian. Experience gained from the project shows that there is considerable value in having an active and constructive dialogue with Faculties and Schools and also including representatives from the Library, SAO and ITS in these conversations about Teaching and Learning needs. This ability to have an insight into the respective contexts and cultures across the Faculties and Schools was one which, in hindsight, was of great value, both to the project and to the wider support offered by the Educational Development Centre. I remember being asked to provide a briefing for fellow colleagues on my sense of the respective areas "feelings about the value of educational development" and this was a very useful overview of the ecology in which the EDC operated.

6.3 "Error file not found"

Next I explored where practicality meets the possibilities of technology to support a doctoral journey, the influences in this area and my thoughts on reflection. There were several times when technology was, in equal parts, a benefit to this study and a frustration. And, ironically for me alongside the advice I have provided to Academic staff in relation to eLearning to focus on the pedagogy and to approach any implementation of technology with a plan, (and a backup plan if using the technology in front of a class), this, in hindsight, was quite a familiar story.

I remember being enamoured with how well Endnote assisted me to keep track of the numerous references during this doctoral journey, as well as the moment when my version of Endnote updated and in doing so removed every reference to every page number in any direct quote, and the extensive amount of time it took to re-gather this information from the sources. My advice, in hindsight, to any researcher is to backup often and NEVER update at a critical juncture in your research journey (such as just

prior to submission). The spinning “rainbow circle of death”, as I started to refer to its seemingly regular, but also random appearance on the Mac OS indicates an error with a program you are using, and for Word a “Forced Quit” and restart.


1 INTRODUCTION TO THE STUDY

This research relates broadly to the area of education and educational technology and specifically to the researcher's previous context as an academic staff developer at the Hong Kong Polytechnic University. The areas of education and the affordances of technology for the improvement of teaching and learning has been a passion of the researcher for almost his entire working career. The research project aligns with the researcher's role as project leader of the successfully funded 3.1 million HKD 3C Project.

I intend to conduct will be the development, implementation and evaluation of a strategic institutional initiative related to the area of eLearning and Blended Learning at the Hong Kong Polytechnic University. This proposed research study is entitled;

Figure 6 The spinning circle of death

A small but practical approach I adopted was to simply Control OR Command “S” as often as I could humanly remember; auto-save is not perfect and, although there have been some side benefits to having to retype what you have recently and perfectly crafted as the ideal way to capture a pertinent point or summary, more times than not this was simply frustrating. Another small but practical piece of advice, and an area for my own professional development, relates to the fact that I can also think far faster than I can type and so, on reflection, if I could move from the hunt-and-peck version of what by now is quite a quick few-finger process to a more formal typing course, I am sure this would be of benefit.

I did start the doctoral (and 3C) journey keeping a paper-based journal, to record critical moments, insights and areas for follow up, the practical outcomes of managing 5 staff and 16 eLA’s, around 30 work colleagues, and numerous meetings and project-planning sessions. Soon, however, I moved to an online mobile version. Use of the first iPhone and, more recently when many of the applications and information have become accessible via iCloud across the many devices that I use, has been a particularly beneficial use of technology.

After moving to various iDevices to assist with the project management, I also experienced the joy of autocorrect, in which some of my notes on my phone would

take on a new (but sometimes serendipitously insightful) life of their own via the autocorrect function. “Institutional change” became “institutional cabbage”, “revelation” become “revulsion”. Historically, Miles and Huberman in 1994 outlined 14 uses for computer software for qualitative research identifying uses such as; making notes in the field, coding, linking, graphic mapping, searching.. Etc., many of these align with more modern and connected technologies than were possible at this time.

6.4 Reinstall and Reboot – or Elephant Washing

A doctoral journey needs to occur in parallel to work, family, study and research and, ultimately, emerges as a significant body of words on a page. I would be the first to acknowledge that my doctoral journey has been a long one. During my enrolment in the Professional Doctorate programme I was promoted to significantly more senior role as “Special Assistant eLearning to the Vice President Academic Development, I resigned and moved back to Melbourne to take on a role of Associate Director Curriculum Development and most recently have returned to Hong Kong to establish the Innovation Hub at the Hong Kong Academy for Performing Art. These changes and moving countries twice alongside some personal family cancer issues has meant I have certainly taken more than I would have liked to complete this research. (And I have certainly appreciated the support of the doctoral programme director and my supervisors). On reflection I would note that I have been able to review and re-read and review and re-read and consider over time and let the data in part offer up it’s own “clusters of significance” during this journey.

In seeking an approach around which I could scaffold my writing, I procrastinated for some time over how to write up my research, where to start, what to do, and how to do it. “*I had accumulated a mass of data in a rather hamster-like fashion*” (Winter, 1989, p.113) in that I had transcribed the 16 eLA interviews and stored them in a safe place for further review. I was aware that I had to ensure that I had a strategy to not become “lost on a sea of significance” I had often been reflecting on and acting on my research analysis as a work in progress, but when needing to write

up the DPS5200 Research Project I certainly had moments when I thought the mountain to much to climb. There have been, however, four strategies that I have found to assist in this task. The first aligns with my reading, in other contexts, about the analogy of "washing the elephant" in which, if you worry about how you are going to do the whole thing, then you will find it hard to start; however, if you start with a small part, such as a toe, then move onto a foot, before you realize it you will have washed the whole elephant.

My second strategy, I remember distinctly came from a session for doctoral students, in which we were given the advice that if you think about writing up a 40,000 to 80,0000 thesis you will definitely be overwhelmed, however, if you think of it as writing 10 journal articles of around 4000 words each over, say, 18 months, then this seems to be a much easier task. Similar to this was my brother's advice to consider this approach - http://lifehacker.com/281626/jerry-seinfelds-productivity-secret; the "Sinefield" approach as an approach to productivity. An aspiring comedian asked the famous comedian how to become a great comedian, to which the not-surprising answer was to create better jokes through writing every day. The strategy to do this was to mark on a large calendar a significant red X on any day that you do some writing, and then not to break the chain.

The third strategy I found useful was to treat certain writing tasks as an exam. I would give myself a topic and set a time limit and, no matter what I had produced at the end of those two hours, I would have committed to having words on the page. They often needed significant editing, but this strategy definitely contributed to the "toe of the elephant".

Finally, I wholly advocate looking for ways to "wash the elephant" along the way, to seek opportunities to publish, present and share the work in progress. The following publications and presentations have assisted me to refine and reformulate the research and this work. In particular, the process of writing up the 3C Project nomination on PolyU's behalf for the Educational Institution of the Year across Asia Pacific was also an opportunity to reflect and build on my professional knowledge and understanding in my field. One of the greatest successes was the 3C project wining this category. The following are additional outcomes of the project across papers, presentations and awards:

PAPERS

- Duffy, P. (2009)."*3C: A Strategic Approach to Enabling, Integrating And Enhancing Blended (E)Learning Within an Institutional Framework*", paper presented at EDULEARN, July 4-6, 2009. www.iated.org/edulearn09/
- Duffy, P. (2009). *3C: A Strategic Approach to Enabling, Integrating And Enhancing Blended (E)Learning Within an Institutional Framework*. Paper presented at EDULEARN, Barcelona, Spain
- Duffy, P. (2010). *3C: What's in IT for Me?* Paper presented at the ALT-C conference, Nottingham, UK
- Duffy, P. (2010). *ELM – An eLearning Mapping Tool*, Paper presented at the ALT-C conference, Nottingham, UK

PRESENTATIONS

- Invited Keynote Speaker, Japan Blackboard Users Conference, Tokyo and Osaka, 2012
- Invited Keynote Speaker, Cerbibo Conference, Beijing, 2012
- Invited Panellist at the Hong Kong University Centre for Information Technology in Education Research Symposium (2010, 2011)
- Invited Panellist at the CUHK Teaching and Learning Expo 2011

AWARDS

- Awarded "Educational Organization of the Year" for the 3C project submission to the FutureGov Awards 2011 across Asia Pacific
- Second place in the Teaching and Learning Innovation Awards at The Hong Kong Polytechnic University (2010) for the team application, "CoreSL"
- Inaugural Teaching and Learning Innovation Awards at The Hong Kong Polytechnic University – Finalist (2009)

These strategies, coupled with the data management approach outlined earlier, provided me with the approaches I needed to slowly, but surely, write up my research into what has become this paper.

6.5 Beta to Final Version

Through 3C project events, such as the Spotlight on eLearning and the Teaching and Learning Innovation Symposium, around 500 people - from PolyU, local institutions and overseas – were exposed to messages about the benefits of blended learning approaches to teaching. Over 100 staff members were given the opportunity to demonstrate, discuss or display blended learning approaches they had used in their teaching and to receive feedback, encouragement and suggestions from their peers. Several hundred people were able to listen to international and local experts talk about challenges in teaching and learning facing academics in the 21st Century, and the role that technology can play in helping to address these challenges. Around 50 PolyU staff members had the opportunity to discuss one-to-one their own blended learning practice with these international experts and to benefit from this experience.

The 3C project has helped to ensure a closer alignment between learning outcomes and teaching activities, with a focus on appropriate use of eLearning technologies to help achieve this. All the 3C project activities promoted outcomes-based education as an important institutional initiative for all staff and how this can be achieved using a blended learning approach to enhance student learning outcomes. Workshops were a major component of this and the evaluations of these showed positive impacts on the participants. Table 4 in the Final Project Report (provided in Appendix G) provides a summary of the evaluations for all workshops conducted for the 3C project. A total of 203 staff members participated in 8 workshops conducted as part of the project. They agreed that the workshops were an excellent learning experience, useful in relation to their learning and teaching, and challenged them to think about their views about eLearning and blended learning.

In order to achieve the vision of "enhancing the blended learning culture" the project was planned and funded to achieve certain "deliverables". However, as it progressed, we were able to achieve more than originally planned, with no increase in budget. These additional achievements were due to a combination of the vision of the Project Leader / Project Team and the professionalism of all concerned with the project ("all concerned" here referring to the eLearning Advocates, the Deans, Associate Deans and Directors we worked with and the support from within other areas of the University, inclusive of EDC colleagues, ITS, SAO and the Library).

In particular, we were able to initiate an eLearning Strategy Focus Meeting during Prof. Diana Laurillard's consultancy, which senior staff attended to discuss more strategic issues relating to eLearning at PolyU. We were also able to influence the decision to review the Learning Management System and also the potential of iTunesU being implemented at PolyU through the keynote and subsequent visit by Mr. Gilbert Ho (Apple, Asia Pacific).

PolyU had an identified strategic goal in relation to enhancing the eLearning and blended learning culture. This project, spanning two years, raised the profile of eLearning within the PolyU context greatly and also contributed to a greater understanding of the myths and barriers to eLearning. Instrumental to the success of this project were the vision and direction of the Project Leader and the support of the project team. We were able to achieve more than what was originally conceived and felt that we had made an outstanding contribution to the university in this area.

This research, my leadership of the 3C project and the opportunity to reflect on this journey has enhanced my professional practice in a number of ways. In navigating the personalities and territories of the project I was able to enhance my skills in relation to both managing upwards and in relation to my abilities to communicate with a wide variety of stakeholders and positions. As one of the eLA's commented during the interviews "you get the funding, you get the work" [eLA2] and this was certainly the case. I was given much leeway to craft the nature of the project model and associated deliverables across many contexts and I very much appreciated the opportunity. Interestingly, on reflection, if I was given a more senior role, I feel this may have affected the quality of the project's work and in particular the relationships with the eLA's, as I have found in my eight years of working in Hong Kong that staff are particularly sensitive to the powers structures and perceptions of hierarchy (although I would acknowledge that, if leading the project in a more senior role, the internal relationships between my colleagues may have been easier to manage). One of the most powerful aspects of this research was also to ground my long-held perception that people are the primary movers in any institutional change against research identified as part of this studies journey and also as part of the eLA community and associated comments made as factors relating to the 3Cmodel and institutional change.

I would attribute this research journey, in part, to the project's success (as evidenced through our attainment of an internationally competitive award in the education field). Also, I do feel that my undertaking of this professional doctoral journey and associated opportunities to refine and reflect on my practice also contributed to my being seconded to be the Special Assistant (eLearning) to the Vice-President Academic Development and to my career trajectory post this projects completion. My role as Associate Director Curriculum Development at Victoria University (appointed at the level of Associate Professor) and my most recent career advancement being appointed as the Head of the Innovation Hub at the Hong Kong Academy for Performing Arts. This role is to establish a teaching and learning support unit and to bring about significant institutional change in the area of eLearning. Some of the findings and reflections from the research have been implemented directly in the establishment of this new Department. Areas such as the formation of a Community of practice at the Academy, the initiative to set aside specific funding for Academic staff to under take a more substantive eLearning project and to build into this proposal the allocation of funding specific to time release for these pioneers were directly due to the research recommendations from this study. Another initiative related directly to the recommendations from this study was our establishment of student eLearning ambassadors in order to assist with our work underway at the Academy and the importance of providing a forum for the student voice.

My professional journey in conducting this research under the auspice of the professional doctorate has provided me with a rich opportunity to embed more than 20 years of professional practice, culminating in the initiation and leadership of the 3C project. The act of engaging in this project as a practitioner / researcher facilitated professional change for me, and I feel that the Work-Based Studies Learning Programme and Professional Studies Doctorate at the University of Middlesex has enabled me to make a significant practical contribution, at a professional level, to my current field.

8. APPENDICES

Appendix A Informed Consent Form - Staff

Informed Consent for Participating in 3C Research Project

Dear Colleague,
I am writing to seek your consent to participate in the research project, "A qualitative evaluation of the 3C model as an approach for Blended (e)Learning institutional change". This project will evaluate the effectiveness of using the 3 concurrent foci of Community, Collaboration and Context as an approach for bringing about cultural change related to eLearning and Blended Learning within the Hong Kong Polytechnic University.

Your participation in this research project would mostly include participating in an interview process and possible follow up focused questions and could also include some quantitative evaluation of the framework aligned with the project aims, objectives and associated deliverables. To find out more about the project aims, objectives and deliverables please refer to http://www.3c.edc.polyu.edu.hk.

Participation is voluntary and you may withdraw at any time. In reporting the results of this research, where possible you will be referred to anonymously. Depending on your role, it may be possible to identify you from the public website for the project. However, whenever possible, only aggregated data or de-identified results or comments will be used.

The data gathered regarding the effectiveness of the 3C project framework in achieving the goal of cultural change regarding eLearning and Blended Learning will be used for my Doctoral thesis and other publications associated with the 3C project where appropriate.

If you have any concerns or queries regarding your participation in this research associated with the 3C Project please don't hesitate to contact me.
Regards,

Peter Duffy
3C Project Leader
Educational Development Centre
Email - etpeterd@inet.polyu.edu.hk

I agree to participate in the 3C Research Project,
Name: _____ _____ _
Date Signed

Appendix B Informed Consent Form - Students

Informed Consent for Participating in 3C Research Project

Dear Student,
I am writing to seek your consent to participate in the research project, "A qualitative evaluation of the 3C model as an approach for Blended (e)Learning institutional change". This project will evaluate the effectiveness of using the 3 concurrent foci of Community, Collaboration and Context as an approach for bringing about cultural change related to eLearning and Blended Learning within the Hong Kong Polytechnic University.

Your participation in this research project would mostly include participating in a student focus group and possible interview including follow up focused questions. There will also be some quantitative evaluation of the framework aligned with the project aims, objectives and associated deliverables. To find out more about the project aims, objectives and deliverables please refer to http://www.3c.edc.polyu.edu.hk.

Participation is voluntary and you may withdraw at any time. In reporting the results of this research, you will be referred to anonymously and only aggregated data or de-identified results or comments will be used.

The data gathered regarding the effectiveness of the 3C project framework in achieving the goal of cultural change regarding eLearning and Blended Learning will be used for my Doctoral thesis and other publications associated with the 3C project where appropriate.
If you have any concerns or queries regarding your participation in this research associated with the 3C Project please don't hesitate to contact me.
Regards,

Peter Duffy
3C Project Leader
Educational Development Centre
Email - etpeterd@inet.polyu.edu.hk

I agree to participate in the 3C Research Project,

Name: _____ _____
Signed

Date

Appendix C Ethics Release Form

All candidates planning to undertake research are required to complete this Ethics Release Form and to submit along with their Programme Planning documentation (DPS4561). Please note the following.

- It is essential that you have an understanding of ethical considerations central to planning and conducting research.
- Approval to carry out research does not exempt you from Ethics Committee approval from institutions within which you may be planning to conduct the research, e.g. Hospital, NHS Trusts, Local Education Authorities, HM Prisons Service, etc.

Please answer all of the following questions:

1. Has the project proposal and ethical considerations in draft been completed and submitted to the advisor or consultant?	Yes [X]	No [ ]
2. Will the research involve an intervention or change to an existing situation that may effect people and/or an evaluation of outcomes of an intervention?	Yes [ ]	No [X]
If yes, have participants been given information about the aims, procedure and possible risks involved in easily understood language? (Attach a copy of any information sheet you may have provided)	Yes [ ]	No [ ]
3. Will any person's position, treatment or care be in any way prejudiced if they choose not to participate in the project?	Yes [ ]	No [X]
4. Can participants freely withdraw from the project at any stage without risk or harm of prejudice?	Yes [X]	No [ ]
5. Will the project involve working with or studying minors (i.e.<16 years)?	Yes [ ]	No [X]
If yes, will signed parental consent be obtained?	Yes [ ]	No [ ]
6. Are there any questions or procedures likely to be considered in any way offensive or inappropriate?	Yes [ ]	No [X]
7. Have all necessary steps been taken to protect the privacy of participants and the need for anonymity?	Yes [X]	No [ ]
8. Is there provision for the safe-keeping of written Data and video/ audio recordings of participants?	Yes [X]	No [ ]
9. If applicable, is there provision for de-briefing participants after the intervention or project?	Yes [X]	No [ ]
10. If any specialised instruments, for example psychometric	Yes [ ]	No [ ]

instruments are to be employed will their use be controlled and supervised by a qualified practitioner e.g. a psychologist?		
10. Will you need to put your proposal through an ethics committee related to your professional work?	Yes X	No
If you have placed and X in any of the bold boxes, please provide Further information: Ethics approval has been sought and received from The Hong Kong Polytechnic University		

Institute for Work Based Learning at **Middlesex University**
Hendon
College House
The Burroughs
London NW4 4BT

Student's name: Peter Duffy

Award Programme: Doctorate in Professional Studies

Title of Your Project: "A qualitative evaluation of the 3C model as an approach for Blended (e)Learning institutional change"

Name of Adviser: Prof. Steven Li

I confirm that the information provided is correct:

Signature of Student: .....

Given the information provided, I support the approval of this proposal on ethical grounds:

Signature of
Adviser: [ORIGINAL RECORD BY MIDDLESEX UNIVERSITY HAS THIS SIGNATURE] .....

Signature of Chair of Programme Approval
Panel [ORIGINAL RECORD BY MIDDLESEX UNIVERSITY HAS THIS SIGNATURE] .....

Date: .....

Appendix D Project Budget

Item/s	Descriptions	Funding sought (HK$)	Justifications
STAFFING			
Senior Project Fellow x 1 DELIVERABLES: All	Instructional Designer Role	$44,000 x 24 months =$1056000 MPF + Salary Adjustment ≈ $52,000 **Total = $1,108,000**	To work across all aspects of the project to provide pedagogical input
Project Associate x1 DELIVERABLES: 3,4,6,7	Flash Specialist – high level skills in Flash data-base and Flash Communication Server	$25,000 x 24 months = $600,000 MPF + Salary Adjustment ≈ $30,000 **Total = $630,000**	To create easy to use drag and drop interface for eLearning Mapping tool and integration to database of Learning Design Templates
Project Assistant x1 DELIVERABLES: All	Event Management + Project Management + some logistical assistance with needs analysis deliverable	$14,000 x 24moths = $336,000 MPF + Salary Adjustment ≈ $16,000 **Total = $353,000**	Coordination of Awards, Advocates, Invited Speakers, Symposium and Showcase
Helpers (Student) DELIVERABLES: 6,7,8	Used for Showcase, Awards, Student Focus group evaluation of Learning Design Templates, testing..etc	Estimate 2 months part-time work or equivalent in hours **$10,000**	Various admin tasks associated with all areas of the project
ADVOCATES / CONSULTANTS			
Conference attendance for Faculty eLearning Advocates DELIVERABLES: All, mainly 2 & 5	2 advocates from each Faculty / School Maximum 16	$15,000 per Advocate **$240,000**	Advocates will provide an in-department / PolyU context for the use of the Learning Design approach to incorporate Blended Learning and to support the advocates in dissemination their work to a wide audience such as through conferences.
Consultants / invited eLearning Experts / Speakers..etc x 3	To provide expert advice and input into project + advocacy, working with	**$300,000**	To involve experts to provide substantive, credible and authoritative impetus behind the eLearning cultural change. The

DELIVERABLES: 1, 6, 7, 8	departments / Faculty eLearning Advocates as well as involvement in various dissemination events		experts will as well as conducting presentations work within departments and with the Faculty eLearning Advocates
DISSEMINATION / PROMOTION			
Teaching and Learning Innovation Annual Award DELIVERABLES: 6, 8		$25,000 x 2yrs **$50,000**	The monetary stipend associated with the award will be used to support the professional development of staff and in recognition of academic staff who are using eLearning in innovative ways
Symposium DELIVERABLES: 7,8	Program, advertising, venue, catering, website, student helpers, miscellaneous expenses to support the event… etc	**$100,000**	To provide an opportunity for dissemination of best practice and raising the profile of eLearning through a high profile event
Miscellaneous expenses for promotion, dissemination, advocacy DELIVERABLES: 1,2,5,6,7,8	Raise the profile of the project as an initiator of change through various advertising, departmental work, presentations, community and mentoring sessions..etc	**$50,000**	Essential aspect of cultural change is to 'make some noise' / create some energy about the project, process and benefits. Various mechanisms will be used to achieve this outcome.
EQUIPMENT and GENERAL EXPENSES			
Specialist Equipment and Software DELIVERABLES: All	Related to the development of the eLearning Mapping Resource and Learning Design Templates Database and Infrastructure	Equipment: **$85,000** Software: **$50,000**	For establishing Vide Cased Based Learning Design Template, Symposium / Awards and to support the specialist technology needs of the eLearning Advocates as needed, reflective journal, Database for templates, possible use of Flash Templates

Miscellaneous DELIVERABLES: All	Stationery, equipment..etc	$1,000 per month x 24 months **$24,000**	Various ongoing administrative items related to the project
	Total	**$3,100,000**	

Appendix E eLA Interview Form

Prior to our interview I am providing you with the broad framing questions I will use;

1. Please introduce yourself.. How long at PolyU… What you teach? / your role?
2. Please describe your own use of Blended Learning?
3. Please describe what you consider to be the Blended Learning culture at PolyU
4. What do you feel are the success PolyU has in the area of Blended Learning?
5. What do you feel are the main barriers to Blended Learning?
6. Please describe the student's use of technology at PolyU in your experience
7. What do you think about the eLA role and community of practice?
8. What do you think are the main benefits / challenges in being responsive to context?
9. Any thoughts on the 3C approach to enhancing the blended learning culture? (Challenges, successes so far?, other approaches to consider?)
10. Any other comments?

Appendix F eLA Interview Transcript Sample

INTERVIEW WITH eLA 1
eLA is represented in regular text, interviewer in italics

0.49
So, the questions are meant to be fairly broad and just frames, so if we talk about other things, then obviously no worries. So, the first one just relates to a bit about yourself, how long you've been here, what you teach, your role and so on.

Right, so I've been at the Poly U for 15 years

Have you got the pen?

It doesn't count as 15 because I was on part-time contracts as a visiting lecturer when I first arrived, but soon. A couple more years and it will be official. And I've been involved in e-learning from the very beginning, because at the very beginning, we were setting up the {INSERT DEPARTMENT NAME}, and {insert manager} wanted me to write a computer program telling students what {INSERT DEPARTMENT NAME} was all about and giving them some orientation to independent language learning, what they could do in the center. So I used a program called 'Toolbook', which is a great program for producing programs that run on a desktop PC and that are multimedia.

2.00
So it had audio, video, all sorts of different question-types built into it, animations etc.
And it's still a very good product, but they don't make it anymore unfortunately. And so I spent several years in {INSERT DEPARTMENT NAME} building programs and building the website for them, so it's got a very extensive website. {INSERT DEPARTMENT NAME}'s website is now getting between 115,000 and 150,000 hits a month on its top ten pages.

My role has gradually changed from being an instructor in a self-access center, which is {insert department name}, to having more and more teaching. And then as I got promoted, I became the {INSERT ROLE NAME} because I did an MSc in Information Technology Education at Hong Kong University several years ago. So now I'm the {INSERT ROLE NAME}. I'm the faculty of humanities' e-learning advocate, and I'm in charge of our…what's it called?....all our stuff that's not credit-bearing. So I'm in charge of {insert department name}, I'm in charge of our writing assistance program, our speaking assistance program, and all the independent learning stuff that goes on.

Because it's not credit-bearing do you find students use it a lot, use your resources a lot, or…

Yes, we keep track of the number of students using the {INSERT DEPARTMENT NAME}, and the busiest time is about 2.30 in the afternoon, and we usually have at least 90 students in the {INSERT DEPARTMENT NAME} at the time.

Ok, thank you. So, you obviously, as the role of {insert role}, have a lot of use of e-learning and you've already said this, so what do you do currently at the moment that's in the area of blended learning or e-learning?

4.02
Okay. I talk about what I do first in my classes at the moment. So, I teach {insert name} courses, mainly. And I teach a course at the moment which involves job interviews, CVs and resumes, and then business correspondence, like memos, emails, letters, and business report writing. And we use Moodle for our e-learn system. And so for the job application stuff, it contains lots of activities and examples of job application letters, CVs. The most popular program on the {INSERT DEPARTMENT NAME} website is actually a fill in the form type program that generates a job application letter, which is grammatically perfect, because job application letters are so formulaic it is actually possible to do this.

I might use it myself

We have a similar thing for resumes. Again, they're very formulaic, there's not much grammar involved, and the program reminds students. It's like a checklist of all the things they need to put into their resume. We have a similar one for writing job adverts. Again, it's very formulaic. Students can just fill in a form, press a button, and it will spit out a good job advert for them. For the actual job interview, we have a simulation online that students can basically role play a job interview. And the program will give them a score, and give them feedback at the end. Tell them if they made it through the job interview, and the simulation assesses them on both language and content.

6.00
So, for example, tenses are important when you're talking about your experience, normally you'll be using past tenses and present perfect tenses, so it looks for things like that. And it also looks for sensible answers to interview questions and formality – the right formality for a job interview. For the workplace correspondence, the email, memos, letters stuff, again we've got lots of examples, we've got lots of explanation about what good content is, why it should be there, the formality that students are supposed to use, and any special linguistic traps that they should avoid. And similarly, for report writing. But report writing also involves a project I did for the {INSERT DEPARTMENT NAME} a while ago, which was the report writing scenario site. Usually, when students do a report writing exercise class, their given a situation written down on a piece of paper, or explained by a teacher, and they just do the writing bit.

But the report writing scenario gives them a whole scenario whereby a company decides it needs some training, it negotiates with the training company, they make a contract. The students do the course, and then, all the documents and interviews with the students, the teachers and the personnel

manager are all in the website, so they get a whole, rich range of resources to base their report writing on. And then when they submit the report, the computer automatically analyzes it, looking for common errors and the right content, and the right basis, and it gives the students some feedback. And then using the e-learn system, students would use the Moodle's assignment function to send that report to me after they've corrected what the computer told them to work on, and then I give them some feedback and send it back.

7.59
It's good revision for their report writing assessments.

And you find the students are comfortable using the system? You know, their sort of used to it by now, the e-learning system is sort of {INSERT DEPARTMENT NAME}*'s LMS.*

Yes…*use as many acronyms as possible in one sentence*…we don't use the WEbCT at all, which was because the LMS was initially designed for the non-credit bearing courses, and, therefore, we couldn't use Web CT because it's all set up for credit-bearing courses.

So, what is the broad aim of the project? You preach the blended learning concept, so two further questions; one, what do you think are, sort of, the signs of our culture, a blended learning culture, what are the sort of indicators, what are the sort of areas to show this at Poly U? And what do you think that Poly U's blended learning culture is? I know, it's obviously your own perspective….

Well, firstly, to look at whether people are actually using this, you'd do a simple thing like looking at the hit counters, or looking at the logs in Rubik's case because it doesn't use hit counters. We're getting tens of thousands of hits every month on our system, so we know it's well used.

Do they separate staff and student logins, or?

No, this is everybody's logs in. I suspect but I don't have evidence that even if teachers are not encouraging their students to use it, their students still don't know about it, still use it. The blended learning culture in general? Well, when I had to make these decisions in the {INSERT DEPARTMENT NAME} a few years ago, I decided that I wouldn't try to train 60 staff, some of whom might have been reluctant, in how to create their own Moodle courses; and especially because we have teams of up to 10 teachers working on the same course.

10.10
So, what we did was we did it on a project basis, and we employed some computer specialists, and they converted any existing material that we had, and any requests from the coordinators onto the Moodle system. So teachers are not involved in building the system, building the program themselves, it's all done for them. And I think that has been a pretty successful way forward.

And so you've got a team of like 10 teachers not involved in the creation of it, you know, maybe it was done in consultation, you know, literally click the buttons. But how do you get them all involved, I mean how they, how do you..

Well, we don't have to get them involved…*I mean how do you make sure they use it*…Right, we don't try and make sure they use it. My boss's attitude is very simple in that you cannot control what the teachers do in the classroom. You can encourage them, and if they find it useful, then they'll use it. For some people, it doesn't teach their teaching style. But the resources are still there for the students to use.

So you think, you mention that that sort of relates to encouragement and fit for purpose, that addresses teachers' needs. Have you done anything specifically in terms of trying to encourage, or…?

At the start of every year, I run workshops for new staff, how to use the system. And I always invite existing staff along for refreshers if they want to take part in the same workshops.

12.00
So I usually do one about how to use all of our computer systems for the job application part of the course. One for the academic essay type part of the courses, and for the correspondence and the report-writing. And for the good point site as well, I usually do a workshop on that.

And so, you mentioned one of the indicators of blended learning users is the hits, basically how often people are going there. What else do you think contributes to, at least in Poly U, that some of the staff are thinking about blended learning or about e-learning?

I think it's a cost-benefit analysis, and a basic skill set. One of the reasons I didn't want to teach all of our teachers how to do the Moodle site was that I didn't think the cost-benefit analysis worked out. I thought the costs were more than the benefits. And I think that, for the skills, a lot of teachers – especially if they've been in teaching a long time, and when they went to teacher training college or the equivalent – they didn't get computer-assisted language learning, or what they got was not Internet based at all. The learning curve that they'd have to go to would be very, very steep. I went for this model of taking their pedagogical requirements – or the coordinator's pedagogical requirements – and implementing those with technical staff. And I think the same situation would be true for Poly U as a whole. There'll be people so busy with their teaching and research that they won't want to spend the time on going to workshops etc.

13.58
And, if I can jump ahead to one of the comments I made on question 10, this is something that worries me about using Moodle in the future instead of Web CT, because Moodle will get a bad reputation very quickly because staff won't feel that their supported enough in doing what they already do on Moodle, because they don't care about all the other things that Moodle could do, they want to be able to maintain at the current level with a minimum of effort before they start climbing higher up. So I think that's going to be a major hurdle for ITS, and I hope that they've allocated enough budget for support and for conversion.

Yeah, I totally agree. You've already sort of alluded to this, but the next one relates to…let's go back. The blended learning culture at Poly U, you think most staff do it, most staff don't?

I think there's a whole range. I think there's people who don't want to touch it with a barge pole, because computers still have major issues about reliability. You can go into a classroom, turn everything on, and even when it's not your fault, the whole system fails. It totally messes up your lesson plan, and makes you look like a total idiot in front of your students. And there are people who love it, people who think it's really, really valuable, who find it helps their teaching effectiveness. For example, this term my students really, really liked the e-learning system and I got very good SFQs.

15.58
So, I was very happy. But, to try and take some sort of overall picture of what's going on in Poly U, I think that an awful lot of teachers are probably still at the stage of wanting to distribute their power points and maybe collect their students assignments in through an LMS system. And maybe don't really see what more a system could do, because they can see how a computer system might help them with existing things that they do, like automate things in a useful way, but don't have the expertise in e-learning to think what it could do…the possibilities.

We've actually had that feedback in some of the other forums – 'Ah, you can do that?' Because the range of presenters have been people with funded projects, maybe like Goodpoints, and people that have basically done something specific with the learning management system, whether it's Moodle or Web CT, like we've had formative feedback, where they've gone, 'Well, this has save me a lot of time, I know very quickly I glance down a cross-section of 100 comments, and see generally the things that people understand'.

I think this is a very important point, that convenience is very important. So, for example, in the {INSERT DEPARTMENT NAME}'s Moodle system, we've set up an extra function, which is that when students do an online activity, the computer will actually email the teacher and say, 'This number of students have done it, this number of students haven't, and 99% of students got this question wrong.' And that tells the teacher what they need to do in the next lesson, as obviously the students have some sort of misconception about this thing that's going wrong.

18.01
Yes, I mean, that sort of stuff, I think the version of Web CT that we currently have, you can get it to do it, but it's nowhere near as easy, and requires a fair bit of personal assistance.

Yes, because what's happening is that people are having so many systems that you don't want to go into the office in the morning, sit down, and have to spend an hour going through all your systems to check their status. You want these systems to send you emails telling you what's going on.

That's the whole premise of Web 2.0 and RSS, and so on. So, you've already sort of talked about this, what do you feel are the success that Poly U has in the area of blended learning? What are we doing well?

I think we're supporting the people who have an interest in it well. It's reasonably easy as long as you put together a good project proposal to get some money, and to get the blended learning function that you want built, as long as you have reasonable expectations.

I think that we could be targeting lower down the scale of e-learning competence a bit, and so the people who just put their power points online, or just put their lecture notes online for students to download, we could be easing them up the steps of e-learning a little bit. But, if we do so, we've got to show that this thing is very simple to implement, and won't cost you any more time. So, there's no point ~~in~~ showing the things like forums that you need to monitoring and take part in, especially if they've got a hundred students sending them questions through the forum.

19.56
But if it was something like how a student could submit an assignment online instead of on paper, and then, you could mark it online, and send it back to the students, then you wouldn't be risking losing bits of paper, and you would be notified if it was late coming in etc….*True, true…*

The other thing I think we should be doing is asking students for their suggestions because I think the students experience a wide variety of e-learning because they go to five or six different classes every semester, and they're here for three or four years, and they're getting maybe 30 classes. And they're probably wondering, 'Why does this teacher do this, and it's great, and this teacher does nothing?'

The other teacher does almost the same, at least the same function, but one works and one doesn't.

Exactly. And the problem is to find a way of getting this information from the students in a way that's not threatening to the teachers. We don't want to go to the teachers and say, 'Your students say that you're way behind everybody else and you're doing this.' But, if we phrased it right, such as, 'We think we could help you, and save you time and effort if you try this with your class.' Then, that might work out quite well.

This also comes up as a fairly consistent theme…the best case scenario is to have pretty close to the same time involvement, but rethink how I'm doing things, so I get more efficient…

21.52
The plan is also part of the project to try and get a student focus group together, ideally representative of at least one across every department, and a range of levels to ask these sorts of questions. So, I'll let you know when we've scheduled this as it will be quite interesting.

One other point I'd like to bring up before I forget it: I think {INSERT DEPARTMENT NAME}'s got a project going on about objective-based education….*outcome based*….and courses having objectives, and assignments having objectives. And Moodle has an outcomes module. The normal Moodle's module is, when you assess a student's piece of work, it only

allows you to give one grade, but if you have different objectives that you can grade, then that's useful for coordinators and it's useful for administrators to see that the course is fulfilling its objectives. The problem is, if we make that compulsory for the teachers, but we don't integrate it with the grade entry system, then teachers are going to be annoyed because they're going to have to enter all their grades, in even more detail, twice. So, I think this is a very important thing that {INSERT DEPARTMENT NAME} has to work on.

Okay. The next thing is – you've alluded to this already so we feel free to say this is already covered – but the barriers to blended learning. Imagine, you know, we should be asking students, people need more support, and it's not so much a case of expecting the teachers to do the technical aspects, you really talk to them about what're they teaching, and then how best we can help.

23.58
Like, generally, why do you think most staff, whilst broadly acknowledging the benefits, specifically are still posting notes online. I mean it's sort of a first step maybe. What do you think are the issues in terms of barriers?

Besides the one I talked about before about skill level, I think what {INSERT NAME}…was talking about before, which is recognition. That to set up a system like he's set up, and to do an IT project, does take an awful lot of work, and that it doesn't count in the same way that SFQs count, or research output counts. You could claim that it has a knock-on effect on your SFQs, because if you're obviously enthusiastic about this, it'll show up on your feature as enthusiastic as the SFQ, but it's difficult to know how it could be recognized because administratively it's probably impossible to give people the time-release to do this.

It's great to have things like the e-learning awards. We need to think of ways to recognize that people are maybe not at the award-winning level, but are trying hard with e-learning and are doing a good teaching job because of it.

25.52
Yes, that's like saying that….so we're not at an award-winning level, but maybe there has been considerable time. It's almost like, I think someone mentioned it at our meeting, it's a paradigm shift to think beyond doing things in this way and how do I go that one step forward. I mean, one of the ideas I had in mind was to start to send out something different out than the greasy newsletter, which has blended learning tips and tricks down the bottom, something trying to focus on simple steps, a forum for this, this and this; or an assignment quiz, or assignment upload thing; maybe series of promotional things, to advocate this. But, like you say, at an administrative level, the time-release to do it is probably never going to happen.

I think it's like we talked before in terms of blended learning culture; it's to do with also the explicit and hidden messages that are often sent at various levels. Like, we had a forum the other day. It was quite good to see some of the powers-that-be, so to speak, at the forum. Then, equally as much if they're not there, people notice.

So, similarly, you've also talked about this a little bit. We're interested in: What's the students use of technology in Poly U? I mean, we have had some comments from even some of the advocates saying, 'Well, my students don't really like it. They don't

think it's beneficial.' But, on the flip side of that, I know some students who, like you identified before, do it despite any intervention by any teacher. They see it as beneficial. So, what's your experience?

Well, I think because of the generation gap, the students are often more technologically savvy than the teacher. And, although if something goes wrong in the class you can help the students to fix it, it doesn't look good.

28.04
I think that students are up with the new media. A lot of them use MSN, which I believe has video chat, and it's why it took over from ICQ, which was popular a few years ago. I think a lot of them have Facebook, and teachers don't usually take part in these things, or have these things. Possibly because they're not learning-centered. So I guess that's the key point that e-learning is something different from the social use of IT.

And you mentioned before that they're using your e-learning system - the Moodle system. Is that because when a student is offered this, is a site automatically created?

Yes, all our subjects have got a Moodle site, and the level of detail and the amount of content in each one varies according to what the coordinator wants, but they all have basic things like forums, and student information handouts and stuff like that, links to the videos to the course.

We have had some conversation and suggestion from ITS about, at the moment, if I want a Web CT site, I have to request one. Their basically say no, if you want one we'll set it up automatically, and if you don't want one you have to tell us to take it down. Do you think that will help, if there was some basic structure that was thereby default already; some time-efficient template at least.

29.59
Yes, I think it would help in two ways. One, you'd have less to worry about. And two, it would set up a sort of expectation. It's a little bit of a political minefield in that there's a number of e-learning systems in use around Poly U, and students might get confused; they might be saying, 'Well why on earth have I got this from ITS, and then you're telling me to go to a system?'

But, it's probably still worth doing….*yeah, I've talked to Jared about this, and he was actually very supportive. He gave me the template*

So, we've talked about blended learning culture, what we've done well, and what are the barriers, and student use and so on. The next thing I want to drill down into is about the e-learning advocate role that you have. What do you think of the role as sort of, I suppose, part of a process of culture change, and, how do you think the community of practice is going. We've had some discussion recently about feedback, you know, things to do differently and areas to focus on, and so on. But just any comments you have on the ELA role and the community of practice.

I think they're very different things. It's very hard to be centered in one department, and have an ELA role for the whole faculty, in coordination with the other IT coordinators. But, for example, the {INSERT DEPARTMENT NAME} is also in our faculty. I don't know if they've got an IT coordinator.

32.03
Their IT structure is totally obscure to me. I know there's a couple of people who're interested in it, and that project fellow who's quite famous in the field, but what the individual teachers do over there about e-learning is only from the people I have lunch with. So, I think it would be much better if there were e-learning advocates for each department and center. The problem is that would make the group a lot bigger.

As a community of practice I find it useful. I like to know there's a bunch of people out there with the same concerns as me. And I like swapping ideas in our meetings, and you can meet useful people. And I like being able to have a small amount of influence over Poly U's wider blended learning adoption, such as for Moodle, like being on the committee involved. So, that was good.

…I know we've talked about things to do for the next stage and so on; if we progress the project. Do you think, if it wasn't so much….I mean what maybe I'm thinking is that we have a community of practice of e- learning. Maybe we need a community of practice about teaching and learning, of which, sure people have an interest in 'e' because it's part of the issue at the moment. But equally as much, maybe it broadens the scope of what we do. Or do you think it's better to be a bit more focused?

33.51
I think a bit more focused is a bit better because everybody's involved in teaching and learning because all the departments have teaching and learning. All the faculties have teaching and learning committees, all the department have LTC. So, I think that's basically covered already.

..Just thinking about it, it sort of leads into the next question. In one of the originally funded proposals, the notion of a strategic professional development plan to have some conversation with the faculty about areas of need they want support for, wasn't there? Originally it was proposed to just work with the advocate for each area on one thing they wanted to do, but then as it progressed and in the first year as the community was forming, it sort of just seemed to make sense, to at least, given the sort of things that were coming up in Poly U's context, about void curriculum, in particular this.

So I'm just wondering, you know, we've identified that there are at least some issues with the communication flow, and, like you say, you're aware of what happens in ELC, but the English department, who knows? So, we're sort of assuming some changes in this regard, what do you think are the challenges and benefits, I suppose, of being responsive to a context that you know having these sort of conversations: Do you have any thoughts about that?

Well, yeah. When I first came here, one of the first things I did was to enroll in a Master of Arts degree in English Language teaching, which was taught by my department here. Because, although I had a teaching qualification, I didn't have a Master's degree, I didn't have a Master's degree in teaching English. So, I think there might be room for a more formalized professional development system in university level or higher education teaching, which would include probably a core course in blended learning.

36.06

And I think as part of staff's professional development, which comes up in appraisals for example, staff should not only be encouraged to take this, it should be required. Because I worry that I hear…every term for report writing, I get the students to write a report on the other courses they've done….*Oh yeah?*....And, in that, they interview their classmates, 'Are you satisfied with the courses – why and why not?' And often they're very, very critical about the courses. So I think that staff need training in how to teach at universities, because most staff at Poly U probably don't have a professional teaching qualification….*Yeah, that's true…*

I think that one of the thing's that came up recently was that we do tend to teach how we were taught. So unless we've had formal professional development to challenge our thinking, to challenge our paradigm, then like you say there's almost a…we're talking about blended learning culture change, then teacher learning culture change. And then how do you set in place a system for it and, like you say, there's a carrot and stick here, the reward and recognition that maybe would take time. But the benefit in the time trade-off is made a much greater quality of blended learning.

And yesterday for some reason I was looking at the master pay scale, and there is a bar. And I think that bar should include having completed an education in how to be a university teacher. And how to teach at university.

38.06
I mean, we offer IUT for new staff, and CUT for experienced staff, but, still, if you look at 2,000 or so possible to come, it's a small percentage of..

If it resulted in an actual degree certificate at the end…*yeah, people love the bit of paper, me included. I was writing down when you'd done an MA in English teaching, I thought 'Ooh, that might be interesting to do.'…*yeah, with the English department.

The last question before we touch any final areas – any thoughts on the 3C approach? We've deliberately hung this broad goal of blended learning culture change around working with faculties and schools rather than sort of separate from them, forming the community of practice, having these sort of conversations, to set in place the symposium and the award and the consultancy, to sort of make some noise, some recognition. And then the thing we're a bit behind on are some of the more pragmatic sort of things, like the templates and so on, and this mapping tool. So, any comment I suppose on this as a structure? In particular, you know, obviously irrespective of Poly U, but in particular I suppose to Poly U, what are the things that are particular about our area?

Well, this morning I got an email from {INSERT NAME} about our roadshow tomorrow, saying that we'd got 31 people registered out of the faculty where there are, perhaps, 300 teachers. So, we've got 10%. I worry that we're preaching to the converted…*yeah, yeah…*and that we've got to find some way to get the people in who wouldn't normally come in, who'd say, 'Oh, they're going on about computers again, I'm not interested'….*yeah, yeah…*

40.09
So, I suppose we're making some progress, but then are we making progress with the people who've already progressed? But, it's interesting, one of the, like you say, and I think this is a good point, it is sort of about personal support and relationship

building. What we've found was, when {INSERT SENIOR MANAGER} first came to some of our meetings, it was like, 'Tried e-learning, doesn't work. Don't like it.' Quite particular about this. But when {INSERT NAME} worked one-to-one with him, and one-to-one with his course, and taught small chunks of it, in particular to model something from now, he's actually quite supportive of it. We've been invited to things.

It's almost these sorts of conversations that, at that higher level, and the associate deans, if they're doing teaching or something, but equally as much all the way down, all the way down. And whether then there's some sort of flow-through effect and how you provide opportunities that cross the university to have a conversation. Because one comment we've had in the forum's we've done so far is also…actually I think it might be a little different to these, but they've actually had rare opportunities to actually talk about these, and share some experience. Like, if F8's a bit different; I see a lot of events that F8's organized, the 'red and read' and 'read and searching', I think these are quite interesting, quite good.

I mean, do you get a sense also because you're sort of a newly formed faculty, and the Dean's a bit new, that there's a bit of energy around this, or a bit more interest, or?

Well, the {INSERT SENIOR MANAGER}'s a corporate linguistics specialist, which involves computers, so yes, he's supportive about the areas he understands.

42.00
So, what could we do in 3C to reach the unreachable?

Like you've said with {INSERT NAME}, I think it's important to identify the opinion leaders in the faculty or department, and get them onside, because you don't want the opinion leaders saying, 'Oh, no that doesn't work.' And maybe the e-learning advocates, even if they're not opinion leaders, can identify who these people are. And we could offer to specially come in and build their course, or work together with them on a one-to-one basis where perhaps you wouldn't with everybody, and converting any e-learning they've been doing on Web CT, and sort of Moodle stuff….*exactly*….because if they're the opinion leaders and they have a bad experience, they're going to spread it.

Well, it's interesting about human nature. Often, if you think about what people are like, if I have a bad experience about something, I'll talk far more widely than if I had a good weekend or something. So, any other thoughts about the structure? That we could do differently or that we're doing well, or?

A while ago {INSERT SENIOR MANAGER} sent round an e-learning and blended learning position paper. Do you remember that?

I know there's a position paper on e-learning that I think you signed. A while ago – do you mean years ago, or?

I think it was about a year or two ago

Quite a while ago now I think, I'm not sure when he actually sent it out but there is a position paper on e-learning. In fact, it's one of the questions I'll ask in the forum you know about it.

44.00
I think it might be important because {INSERT SENIOR MANAGER} has retired to get {INSERT SENIOR MANAGER} to reemphasize it to show that senior management do support this, and it's not something that was a fad that will blow over, and people can conveniently forget about it. But I wouldn't want to go down the road the government went down a few years ago, which is mandating 25% of everything should be on computers.

We did actually have that in our strategic plan. For previous training, I think 16% of all our courses should be online or something. And everyone said, 'Well, what does that mean?' You know, 'If I put my notes online, is mine one of the 16?' It was a bit crazy at the time.

So, what about the notion of end strategy? Like, we have a position paper, but do you think there is a void, there is a need for some roadmap?

Well, the problem is resources. Poly U is extremely short of money, and unfortunately this is a very bad time not to have resources to commit to it because we've got 2012 coming up, and we've got the (? level) coming up. So, I think that {INSERT SENIOR MANAGER} has to give resources to departments to handle this changeover.

Any other comments?

Let's see. Yes, I wrote down that blended learning causes grade inflation. Partly tongue- in-cheek, but partly it should, because blended learning results in better teaching and better learning, then students….*it should logically flow that….*

46.05
Yes, if there's criteria and reference, it will result in grade inflation, and the university has to have some plan to deal with this, otherwise you end up with the UK situation where all the A-level kids are getting grade As, and universities don't know who to choose….*because everyone looks good on paper…..*

Covered that, yes, I've covered the other comments. That's it.

The only other final question I've been trying to ask all the advocates is: Generally, in your faculty, how do you think people perceive {INSERT DEPARTMENT NAME}? Do you think people thing we're doing a good job, or a bad job, or what's our role, are people aware of {INSERT DEPARTMENT NAME}, have the support? These sort of things I think are interesting.

I think you have a reasonably good reputation among our staff. Unfortunately your role is mixed, because you to do something that teachers find a bit threatening, like SFQs. You are forced to implement things that teachers find a pain in the butt, quite outcome based…*education!....*

47.53
And when I come to the workshops, we sometimes have 20 or 30 teachers, and that's 20 or 30 out of 3,000, so that's like 1%, which is not your fault, because everybody's busy teaching, or doing research, that there's no real reward for coming to an *{INSERT DEPARTMENT NAME}* workshop, except the improved skills and certificate, and those don't count in your appraisal…

I'm just interested because I've actually heard similar comments, and it's interesting that you should mention the SFQ that, a few times it's come up where people do see because we do the SFQs, and literally it's just a process: We don't influence them in any way. We're somehow metaphorically tied to that structure, of QA. I mean, the SFQs count in terms of portfolios and appraisals and so on.

Okay, thank you very much for your time….My pleasure….*I appreciate it very much*….and good luck with your study.

Appendix G Full 3C Report

Completion Report of Funded eLearning Projects

Section 1: Project Information

Project Title: "3C: A strategic Approach to Enabling, Integrating and Enhancing Blended (e)Learning within an Institutional Framework"

Project Leader: Peter Duffy **Dept.:** eLDSS, EDC

Project commencement date (Actual): 06 / 2008

Project completion date (Actual) 06 / 2010

Approved eLDSS project funding: Total Amount of Allocation: HK$ 3.1 million

Section 2: Utilization of Funding (REMOVED FROM THIS APPENDIX)

(a) Employment of project personnel

Post Title	Full Time / Part Time	Number of people employed

Salary Expenditure $ _____

(b) Acquisition of equipment/software/general expenses/other services

(Please list)

Date of Requisition Order	Item(s)	Received Date / Date of Payment	Expenditure

(c) **Total expenditure** *(Including salary, equipment, software and general expenses/other services)*

$ _____

Available Remaining Balance: $ _____(as at _____)
(dd/mm/yy)

Section 3: Description of Project Completion

Please report on the completed eLearning funded project below
(For each of the sections, please refer as appropriate to original plans as stated in the VP(AD) approved proposal.

(a) **Project Objectives**: please briefly summarise achievements for each of the original project objectives

LIST OF ABBREVIATIONS:

ALTC	Association for Learning Technology Committee
DLTC	Departmental Learning and Teaching Committee
EDC	Educational Development Centre
eLA	eLearning Advocate
eLDSS	eLearning Development and Support Section
eLM	eLearning Mapping tool
FCLU	Faculty of Construction and Land Use
FLTC	Faculty Learning and Teaching Committee
ITS	Information Technology Services
LDT	Learning Design Template
LMS	Learning Management System
SAO	Student Affair Office
SLTC	School Learning and Teaching Committee
SPDP	Strategic Professional Development Plan
VP(AD)	Vice President (Academic Development)

AIM:

The broad aim of the 3C project was to enhance the (e)Learning culture at PolyU. The approach used to address this was through the use of the 3 concurrent foci of collaboration, community and context.

OBJECTIVES:

Below are listed the specific objectives for the 3C Project and a brief description of how they have been met:

Objective 1. To **review and investigate current PolyU eLearning practices** as well as a needs analysis.

A needs analysis was conducted in April / May 2009 to understand the current use of eLearning and blended learning at PolyU, as well as the factors that facilitate or inhibit its use. For this needs analysis several consultation methods were used including online surveys of individual staff as well as Faculties and Schools; and

interviews with Deans and Heads of School to ascertain their views on eLearning and the specific needs of their staff. From the information gathered through these methods, a program of activities for the project was developed to help address concerns and meet staff needs. These activities were formalized as a SPDP for Blended Learning for each Faculty and School.

Objective 2. To **identify contextual concerns** within the PolyU academic community, relating to barriers for incorporating eLearning and research to identify **proven** local and international strategies for cultural change related to eLearning / Blended Learning

To ensure the direct relevance of the project activities to the PolyU context, wide ranging consultation was undertaken. This included discussions with the eLearning Advocates (eLAs), consultation with Deans, Chairs of Departmental, Faculty and School Learning and Teaching Committees (LTCs) and through formal and informal meetings with staff at different events relating to teaching and learning. Staff were also invited to comment on issues relating to teaching and learning at PolyU through the 3C Project eNewsletters and Facebook group. These methods ensured that the local context was taken into account for all activities designed to promote the use of blended learning at PolyU.

An international perspective was also provided for the project by drawing on the literature on eLearning and blended learning, as well as the expertise of international consultants engaged for the project. In doing so, successful strategies for cultural change in relationship to the teaching and learning practices at PolyU were able to be developed that were based on best-practice internationally, but grounded in the local institutional context. Two important initiatives resulted from this contextual approach, which were the identification of the need for an institutional level strategy relating to the use of technology for teaching and learning purposes, and the urgent need for PolyU to address concerns with the current institutional learning management system (LMS) and review the appropriateness of continuing to use WebCT as PolyU's LMS.

Objective 3. To use **invited eLearning consultants** to provide substantive, credible and authoritative impetus behind the eLearning cultural change.

One established way to initiate change within the PolyU context is to utilise internationally renowned experts or consultants to provide substantive, credible and authoritative impetus behind the cultural change. For the 3C Project, two such consultants were engaged with expertise in the areas of eLearning Culture and Change Management. These consultants collaborated with the eLAs and with the wider PolyU community through various activities and events. This approach ensured the impact, weight and essential engagement with staff associated with the project.

The two visiting consultants helped to:

- Raise awareness of issues in blended learning/eLearning culture change;
- Provide additional expertise to achieve the desired project outcomes;
- Assist staff in modelling best practice in teaching and learning innovation;
- Provide resources for PolyU staff in their curriculum development activities;
- Provide a critical impetus re blended learning for PolyU;
- Review the current status of blended learning at PolyU and assist in

benchmarking this against other local and international institutions.

Two international consultants participated in the project– Professor Diana Laurillard and Professor Gilly Salmon. Outcomes from their consultancy visits included collaboration with eLAs and other PolyU staff through sharing of ideas and experiences, facilitation of workshops and delivery of Guest Lectures and Keynotes at 3C Project events. The first consultant, Professor Laurillard, was instrumental in raising awareness of the need for an eLearning strategy relating to teaching and learning and the importance of an institutional LMS to support 21st Century learners. Professor Laurillard also provided an external review of some funded eLearning Projects. Professor Salmon, assisted in validating practice at PolyU and with the dissemination of the project activities and outcomes to PolyU staff and the wider academic community in Hong Kong and abroad.

Objective 4. To enable and implement the use of eLearning contextual to PolyU staff through the use of **eLearning Advocates** and **invited experts** in the area of eLearning. This is seen to be beneficial to also promote **collaborations and communities** between staff.

A core aspect of the project was the establishment of an eLearning Advocate role (eLA; 2 per Faculty and 1 per school). Beyond this initial group, it was identified as essential that the Library and ITS were also involved and so the group was expanded to include representatives from these areas. The staff appointed to this role played an important part in ensuring the success of the project, by contributing to all the deliverables for the project in a variety of ways including:

- Contributing to the development and delivery of a SPDP for Blended Learning aimed at changing the eLearning culture in their Faculty / School in consultation with EDC staff;
- Supporting other eLAs and teaching staff in their Faculty / School in developing and extending their use of blended and eLearning approaches in their teaching;
- Contributing their knowledge, skills and experience to the achievement of the key project deliverables;
- Assisting in raising awareness of the project activities and outcomes;
- Promoting successful sharing and re-use of resources related to the project.

The eLAs met each month, with a total of 15 meetings being held during the life of the project. In this way a community of practice relating to blended learning and its use in teaching at PolyU was fostered. The eLAs became a valuable resource for decision-making relating to project activities and for promoting the project and its objectives.

Many of the eLAs took the opportunity to meet with the invited eLearning consultants during their visits. At these meetings, eLAs were able to discuss their current teaching practices and gain feedback relative to international practice and insight into how they might improve or extend their current teaching practices and the use of eLearning to further enhance student learning outcomes. By sharing what was discussed at these meetings and modeling best practice, the eLAs became influential and credible figures in promoting the use of blended learning in the PolyU context.

Objective 5. To establish various mechanisms for the **sharing of best practice,** in order to raise awareness of eLearning and celebrate our successes and promote successful sharing and re-use of resources where appropriate.

In addition to the eLA role, the 3C Project had a number of mechanisms for sharing best practice and celebrating PolyU's achievements in blended learning. These included the Teaching and Learning Innovation Annual Award, the eLearning Showcase and the Teaching and Learning Innovation Symposium. In addition, a number of other dissemination methods were used, including a regular eNewsletter emailed to all staff about the project, printed material sent to all staff about the project, regular reports on the project to staff in EDC and eLDSS, the 3C website and posters advertising 3C Project events.

Objective 6. The creation of specific resources to assist staff in timely and pedagogically effective ways for implementing 'Blended Learning'.(e.g., **eLM** and **LDTs)**

Progress on the eLM and LDTs has been adversely impacted by staffing changes. However, a prototype eLM is currently being developed and tested with users. A consultation document on the prototype LDT for use with PolyU's institutional LMS has also been circulated for feedback from stakeholders, including the eLAs. It is anticipated that at least one LDT will be trialed in Semester 1, 2010. Other resources created for staff to assist them with using blended learning in a pedagogically sound way include Blended Learning Tips and Tricks available online at the 3C website, online versions of workshops delivered as part of the project (e.g., workshop on blended learning myths) and online archives of presentations (video and PowerPoint slides) from the eLearning Showcase and the Teaching and Learning Innovation Symposium.

Objective 7. Evaluate the **impact** of the project and associated enhancement of eLearning at PolyU.

Based on the needs analysis conducted at the beginning of the project the following evaluation strategy was put in place for the project:

1. evaluate each activity associated with the project for its impact – a pro forma evaluation instrument was developed for this purpose;
2. conduct a second survey of staff attitudes at the end of the project to determine if there has been a shift in their views about eLearning and the eLearning culture at PolyU;
3. look for other anecdotal evidence of the impact of the project, such as invitations for project team members to participate in meetings, conduct workshops or be involved in decision making relating to teaching and learning at PolyU.

The data collected through these methods have been used to evaluate the effectiveness of the 3C Project in influencing the eLearning culture at PolyU.

Objective 8. To **promote** the outcomes of the project through various dissemination means.

The dissemination means used for the project included:

- e-Newsletters emailed to staff monthly;
- 3C Project website, updated regularly to reflect what was happening in the project

- Monthly project reports to eLDSS and EDC as part of the project management process.

(b) **Project Deliverable(s)**: please describe the final deliverable(s) of the project

1. Establish eLearning Advocate Role

The role of eLA was integral to the project's success. This role involved:

- Contributing to the development and delivery of a SPDP aimed at changing the eLearning culture in their Faculty / School in consultation with EDC staff;
- Supporting other eLAs and teaching staff in their Faculty / School in developing and extending their use of blended and eLearning approaches in their teaching;
- Contributing their knowledge, skills and experience to the achievement of the key project deliverables, including contributing to the development of the eLM resource and the associated LDTs;
- Assisting in raising awareness of the project activities and outcomes;
- Promoting successful sharing and re-use of resources related to the project.
- Collaborating (both formally and informally) with other eLAs;
- Participating in the Teaching and Learning Innovation Annual Award, the eLearning Showcase and the Teaching and Learning Innovation Symposium;
- Working with invited international consultants as part of their role as eLAs.
- Contributing to the Needs Analysis and evaluation of the project.

Appointments to the eLA role were made by Deans of Faculties and Directors of Schools in February 2009, with the first meeting of the eLAs held in March. The eLAs attended 15 meetings from March 2009 to June 2010 – minutes of these meetings are available at http://3c-project.wikispaces.com/Meetings_ELA. The success of this initiative as a means of building a community of practice around blended learning is in part indicated by the agreement that the eLA role be continued beyond the life of the project. Details about the eLAs can be found at http://www.3c.edc.polyu.edu.hk/feature_Advocates.html.

2. Consultant visits

As part of the project, two consultants were invited to conduct workshops, have meetings with eLAs on issues relevant to the 3C project and deliver Guest Lectures or Keynote addresses at the eLearning Showcase and the Teaching and Learning Innovation Symposium.

Invited Consultant - Professor Diana Laurillard

In October 2009, the 3C Project hosted a Spotlight on eLearning week, a major component of which was an invited consultancy visit by Professor Laurillard,

Professor of Learning with Digital Technologies at the London Knowledge Lab, Institute of Education. Professor Laurillard is an internationally recognised expert on eLearning. She has given many international keynote addresses, published widely in academic journals and books, and her book Rethinking University Teaching: A conversational framework for the effective use of learning technologies (2002, RoutledgeFalmer) is one of the most widely cited in the field.

Professor Laurillard's consultancy activities included:

- Workshops facilitated by Professor Laurillard -
  - "Pedagogic Design for Active Learning" on Monday 12th October attended by 27 staff;
  - "Modelling Teacher and Learner Productivity" on Thursday 15th October attended by 19 staff;
- Lunchtime meetings with the 3C Project eLAs, staff from eLDSS, EDC and senior management to discuss eLearning strategy and planning at PolyU;
- Consultation time for staff to discuss eLearning related matters with Professor Laurillard. There were 18 consultation sessions held over 20 hours which involved more than 20 staff from Faculties, Schools and EDC;
- An open lecture on Friday 16th October from 9.30 – 11.00 am entitled "The effective use of digital technologies for learning and teaching". A total of 74 people registered for this lecture - 36 from PolyU and 38 external guests – with actual attendance being closer to 100 people.

Invited Consultant - Professor Gilly Salmon
From the 7th to the 9th June, 2010 the 3C Project hosted Professor Gilly Salmon who is Professor of E-Learning and Learning Technologies at University of Leicester in the UK. An internationally recognised expert in e-Learning, Professor Salmon has published several books, including the seminal work on e-Moderating, making her an authoritative voice for change and the use of eLearning.

Professor Salmon's consultancy activities included:

- Workshops facilitated by Prof. Salmon -
  - "The Renaissance for Voice" on Tuesday, 8th of June attended by 35 people;
  - "Frameworks for Learner Engagement" on Wednesday 9th of June attended by 20 people;
- Lunchtime meetings with the 3C Project eLAs and staff from eLDSS;
- Delivering a Keynote Address at the Teaching and Learning Innovation Symposium held on June 7th, 2010, which was attended by 299 staff;
- Consultation time for staff to discuss eLearning related matters with Professor Salmon, consisting of 5 hours of consultation involving 13 staff from across PolyU.

3. Needs Analysis

http://www.3c.edc.polyu.edu.hk/feature_eLearning.html

Prior to the commencement of the 3C Project, support for staff in the area of eLearning was principally through funding for eLearning Projects, consultation with

staff, professional development activities and In-Kind support. With a major initiative such as the 3C Project, it was timely to strategically analyse the successes, barriers and needs of our clients in relation to enhancing the use of eLearning. An investigation of PolyU's existing eLearning practices was seen an essential first stage of the project in order to accurately identify current practice as well as areas of need or concern specific to the PolyU context and the enhancement of an eLearning culture. This ensured the project activities met the needs of academic staff and that appropriate resources were provided to help achieve the desired pedagogical change.

During April / May 2009 a needs analysis was conducted as part of the 3C Project, in order to understand the current use of eLearning and blended learning for teaching at PolyU, as well as the factors that inhibit or promote its use. Data was collected using a number of different methods from individual staff as well as from Deans of Faculties and Directors of Schools and their representatives. These included responses from:

- 46 staff to a survey about blended learning and eLearning in their School or Faculty;
- 131 staff to an online survey about their views on eLearning;
- 19 staff to structured interviews conducted in one department;
- The 14 eLAs about eLearning and blended learning issues and challenges at PolyU.

Across these different data gathering methods, very consistent messages were received, which are discussed in the Needs Analysis report. In response to these perceived needs, activities to be conducted under the umbrella of the 3C Project were designed which included:

- provision of professional development opportunities such as workshops and seminars to increase awareness of eLearning and blended learning and to promote its use by staff;
- projects designed to address needs identified by Faculties and Schools that use blended learning to address specific challenges or requirements;
- recognition of the achievements of staff in adopting blended learning approaches through the Teaching and Learning Innovation Award, the eLearning Showcase and the Teaching and Learning Innovation Symposium.

4. eLearning Mapping Tool

An (e)Learning Mapping tool (eLM) has been developed to assist staff in engaging with and implementing Blended Learning. To effectively adopt a blended learning teaching approach involves creating alignment between **learning activities** (e.g., reading and reflection, quizzes, discussion, problem solving, peer support, guided writing), **content types** (e.g., theories, concepts, case studies), **learning technologies** (e.g., print media, video and audio, computer simulations, social networking tools) and **learning outcomes** (as determined by the course and unit outlines). The eLM is a tool to assist staff in understanding the pedagogy underlying the use of different eLearning tools, technologies and approaches. It is designed to guide staff in their choice of Blended Learning approaches that suit, and are specific to, their context in an informed manner. The eLM is being trialled with staff in Semester 1, 2010 and a working prototype can be found at on the 3C website.

5. Learning Design Templates

The move to a 4 year curriculum structure and a new LMS at PolyU represents an ideal opportunity to analyze and reinvigorate our current practices. In particular, it presents opportunities for the integration of blended learning approaches into teaching, learning and assessment at PolyU which can support PolyU staff in dealing with increasing workloads and curriculum demands. To support staff in the use of learning technologies in their teaching a series of LDTs is currently being developed. These templates provide a structured and simplified overview of possible options available to staff through an institutional LMS, (e.g., WebCT, Blackboard, Moodle). This will ultimately save PolyU staff time, ensure greater opportunities for teaching and learning quality, and offer greater learning opportunities to our students.

Initial consultation was conducted with all Departmental, Faculty and School LTC Chairs, the eLAs, representative of all Faculties and Schools and key stakeholders from other support units in PolyU (eg: Library, ITS, SAO, etc). LDTs were then developed to assist staff to implement eLearning in a time and pedagogically effective way. These templates:

- group individual LMS resources (such as those provided in Blackboard 9.0 or Moodle) into templates and sequences which situate the tools within a sound pedagogical framework;
- promote lecturer understanding of the pedagogical principles underpinning the chosen learning designs;
- allow academic staff to select from sequences and templates according to their teaching aims and the context;
- allow flexibility within the templates so that suggested resources can be edited, added or deleted;
- allow re-use of the templates in order to assist staff to effectively share best practice;
- allow options for blended learning, by ensuring academic staff have options for carrying out some aspects face-to-face and others online.

The LDTs are being trialed with selected staff in Semester 1, 2010, with a view to making them available to all teaching staff for Semester 2. This process has been complicated by the uncertainty as to whether Moodle or Blackboard 9 will be PolyU's LMS. However, the LDTs have been designed to be used with any LMS and can be adapted to whichever system is finally adopted.

6. Teaching and Learning Innovation Annual Award

The Teaching and Learning Innovation Award was presented in recognition of excellence and innovation in teaching and learning using a blended learning approach at the Hong Kong Polytechnic University. This award was presented in 2009 and 2010, with the winner on each occasion receiving a certificate and cash prize. Applications for this award were assessed against criteria relating to the use of blended learning in the PolyU context. On both occasions the award was made, a panel made up of staff from Faculties, Schools, the Library, ITS and a student representative reviewed the submissions for the award. Their recommendation was subsequently endorsed by VP(AD).

Award Winners

Winner of the 2009 Teaching and Learning Innovation Award

- Mr Paul Penfold (School of Hospitality and Tourism Management)

Winner of the 2010 Teaching and Learning Innovation Award

- Professor Eric Tsui (Faculty of Engineering).

7. eLearning Showcase

From 12 - 16 October the 3C Project hosted a Spotlight on eLearning week, with activities such as workshops, consultation and a guest lecture conducted by an international consultant, an eLearning Showcase and the 2009 Teaching and Learning Innovation Award ceremony. The purpose of this Spotlight on eLearning week was to:

- Provide staff with opportunities to benefit from the knowledge and experience of an internationally respected eLearning expert;
- Promote the innovative use of eLearning at PolyU and to share this work with other teachers;
- Celebrate excellence in teaching and learning innovation through the eLearning Showcase and presentation of the Teaching and Learning Innovation Award for 2009.

This was to be achieved through, workshops, consultation and meetings with staff and an open to all guest lecture. The Spotlight on eLearning week began on the 12th October with the visit of Professor Diana Laurillard. It concluded on the 16th October with the eLearning Showcase.

Based on registration information, the details for the various activities across the Spotlight on eLearning week are:

- 2 Workshops conducted by the invited consultant attended by 46 staff ;
- 18 Consultation sessions, conducted over 20 hours and involving more than 20 staff;
- 5 Meetings involving 34 staff from across the university;
- The all-day eLearning Showcase event where 18 poster presentations about eLearning innovations in subjects taught at PolyU were on display for people to peruse. This showcase was attended by 41 people;
- An open guest lecture attended by 36 staff from PolyU and 38 external guests.

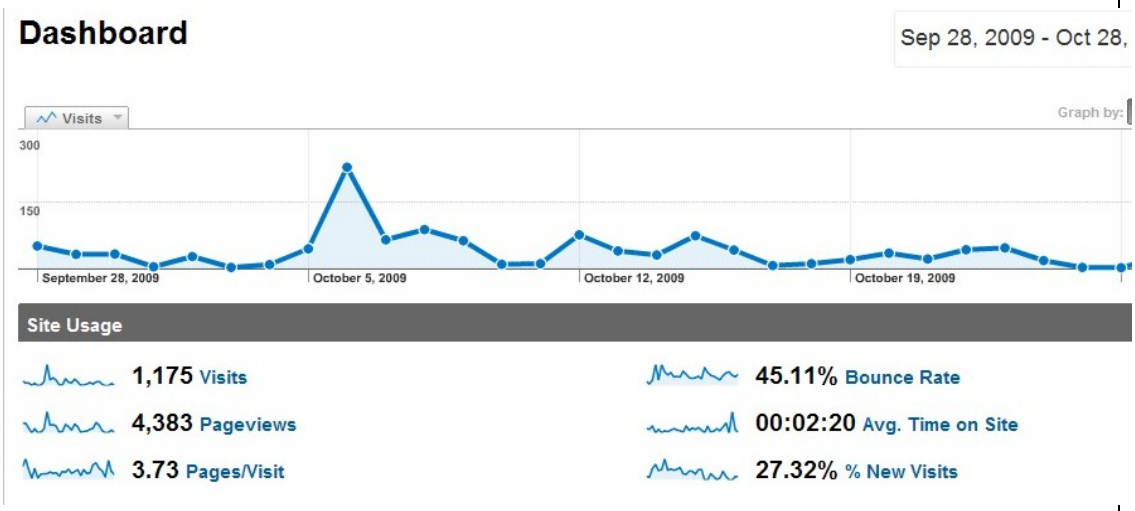
All areas of the university were represented at the Spotlight on eLearning events, including the Library, ITS, senior management and all the Schools and Faculties.

A website was established to publicise the event. It has now been updated and materials added to the site that can be downloaded. These include:

- handouts, PowerPoint presentations, excel spreadsheets, and summaries from Professor Laurillard's workshops and open lecture;
- Posters presented at the eLearning Showcase

Website traffic data shows that there was considerable interest in the activities associated with this event. As shown in Figure 1., visits to the 3C website increased significantly around the time this event was being promoted, with over a quarter of visits being new visits. Most visits to the site were to access information about the showcase event and program.

Figure 1. Web traffic statistics for the Spotlight on eLearning week



The website is a useful resource for staff interested in eLearning and blended learning for their teaching. The Spotlight on eLearning week helped to raise awareness of eLearning issues at all levels of the university. In particular, the discussion with senior management about an eLearning Strategy for PolyU that is aligned with the strategic objectives for the university was a very positive step forward. The 3C Project Team continues to pursue this matter.

8. Symposium on eLearning Design and Blended Learning

The Teaching and Learning Innovation Symposium was held at PolyU on the 7th June, 2010. Almost three hundred registrations were received – 120 from PolyU, 17 from international delegates and the remaining 162 registrations were from universities or other organizations in Hong Kong. The program for the symposium included the presentation of the 2010 Teaching and Learning Innovation Award and two keynote addresses – one by Professor Gilly Salmon and the other by Mr Gilbert Ho, Head of Market Development Apple Asia Education. There were also 8 parallel sessions consisting of 24 paper presentations – seven of which were by international presenters, of which one was a virtual presentation via Adobe Connect. Half of the 24 presentations were delivered by PolyU staff and the remaining 12 by delegates from organizations around Hong Kong and overseas.

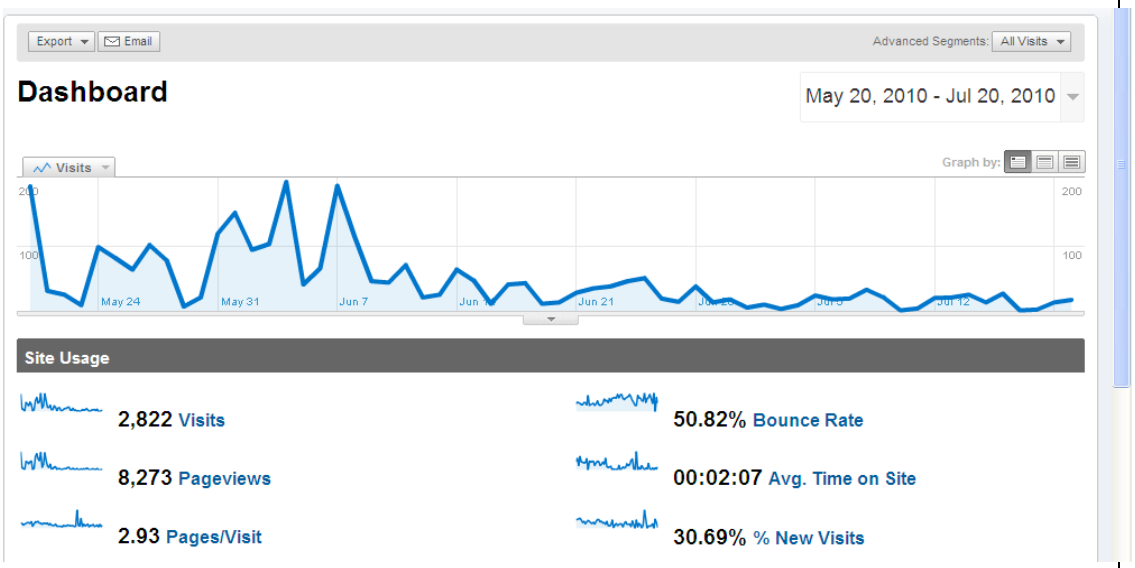
Workshops on the following day were also conducted. Of these six workshops, three were by PolyU staff on a range of topics including Second Life, Scenario-based learning, and the effective use of PowerPoint. The three other workshops were facilitated by the two keynotes from the Symposium. Gilbert Ho's workshop was on content creation and distribution for the 21st century learner, while Gilly Salmon conducted workshops on podcasting and frameworks for learner management. There were 121 participants across the six workshops.

Poster presentations were on display throughout Symposium. There were 31 posters, involving over 42 staff from PolyU, as well as departments from within the University such as EDC and ITS. Evaluations received from 38 delegates for the

Symposium were very positive. The international and local university presentations were cited as the best thing about the symposium by several delegates on their evaluation forms. Delegates also appreciated the opportunity to share insights from subject experts and to be able to meet and discuss with active eLearning Advocates. However, some delegates would have liked the papers in the parallel sessions to be longer to allow for the opportunity for discussion. The keynotes were also rated highly by delegates. Overall, respondents tended to agree that the keynotes and plenary met their expectations and that overall the Symposium met their expectations, agreeing that it was useful and enjoyable.

Web traffic data associated with the Symposium show the considerable interest this event generated. Figure 2. shows traffic to the 3C website in the month before and after the event. The increase in traffic around the time of the Symposium shows its effectiveness for promoting the 3C project via the project website.

Figure 2. Web traffic statistics for the Teaching and Learning Innovation Symposium



Additional Deliverables

The project deliverables contribute significantly to shifting the teaching and learning culture at PolyU to include the appropriate use of blended learning approaches. However, over and above the deliverables committed to in the project plan, additional activities were undertaken under the umbrella of the 3C Project. These activities were in direct response to feedback from staff about teaching and learning issues and challenges, which were identified through discussions with staff, meeting with Deans of Faculties and Directors of Schools, and the Needs Analysis conducted for the project.

These additional deliverables, in particular the work with individual Schools and Faculties conducted through the 3C Project, represent a significant commitment of time and resources by the Project Team members. Rather than just talk about blended learning and advocating its adoption as a teaching approach, the Project Team assisted in identifying and addressing impediments to the use of blended learning in order to help staff effectively incorporate this approach into their teaching to enhance learning outcomes for students.

The additional deliverables were:

1. eLearning Strategy Meeting

As part of the Spotlight on eLearning week, a meeting was organised with Professor Laurillard, senior management and representatives from Faculties and Schools. This meeting was an opportunity to discuss strategic planning and various issues relating to eLearning at PolyU. Invitations to attend this meeting were sent to VP(AD), Dean of Students, Director of IT, Head of Library, and Section Leader of eLDSS. An email was also sent to the Dean / Director and FLTC / SLTC Chairs inviting representation from all Faculties and Schools. To set the scene for the meeting, Professor Laurillard gave a brief presentation on the challenges facing institutions globally, explaining how these challenges are similar to those for PolyU. In her presentation she highlighted the importance of an eLearning strategy to an institution such as PolyU. After this presentation, there was general discussion of the issues and challenges associated with teaching and learning at PolyU and the role of eLearning at our institution. From this discussion it was agreed that the issue of developing an eLearning strategy should be pursued to ensure that everyone at PolyU understands what is meant by eLearning, how it should be used to support teaching and learning and where PolyU stands with respect to eLearning relative to other institutions locally and internationally.

2. Influence of project on LMS review

From the Needs Analysis, problems with the current institutional LMS – WebCT – were identified as a significant impediment to adopting a blended learning approach to teaching. This issue was raised in several forums including the eLA meetings. Problems with the current LMS continued to be discussed formally and informally, with these discussions gaining momentum in July / August 2009. In early September 2009, EDC was commissioned by VP(AD) to conduct a review to select a new LMS to replace WebCT. The LMS Review Panel consisted of directors and colleagues from EDC, ITS and the Library, along with a number of academic staff from various disciplines. A series of activities including surveys, workshops and focus group interviews were conducted to engage as many stakeholders from PolyU as possible. The recommendation by the Review Panel that PolyU adopt Moodle as its institutionally supported LMS was adopted by Professor Demokan when he was VP (AD). However, the new VP (AD), Professor Walter Yuen is still reviewing whether to adopt Moodle or Blackboard 9. Regardless of the outcome, this review has shown how important an LMS is to the work of teachers and the learning experience of students. The 3C Project provided a vehicle and impetus for this review to happen as the issue of the LMS was talked about widely amongst eLAs and others involved in the project. This unintended outcome of the project is an important example of the benefits of institutional initiatives for galvanizing action on important issues.

3. SPDPs

In the initial proposal for the project it was planned to work with each eLA on a specific project of their choice (giving 14 projects in total). However, as the project progressed it became clear that there was an opportunity to engage more deeply and with greater impact with Faculties and Schools under the auspice of this institutional initiative.

As a result it was decided to undertake a more strategic and contextually aligned set

of professional development activities as part of the 3C project. These projects arose out of conversations with Deans of Faculties and Directors of Schools to become a Strategic Professional Development Plan (SPDP) for Blended Learning negotiated with each Faculty and School. These plans consisted of specific activities to be facilitated through the 3C Project that address concerns identified by an individual School or Faculty.

A consolidated list of activities across the eight SPDPs for Blended Learning is detailed in Table 1. Some of this work has been completed, while other activities are ongoing and likely to continue beyond the life of the 3C Project given that it is being undertaken with in-kind support from eLDSS staff. Further information about these SPDPs for Blended learning can be found at http://www.3c.edc.polyu.edu.hk/spdp.html.

Table 1. Activities arising from the SPDPs for Blended Learning

Activity	FAST	FB	FCLU	FENG	FHSS	FH	SD	SHTM
Incorporate a blended learning approach into an existing subjects or courses								
• 3 subjects in Higher Diploma course + 1 subject in HR Management								✔
• General Education subjects						✔		
• Foundation Seminar, Capstone Project		✔						
• Masters in Design Education							✔	
Development of Resources								
• Mobile device learning resources						✔		
• Chinese Character input methods						✔		
• LMS templates				✔		✔		✔
• Learning object repository						✔	✔	
• WIE Website development				✔		✔		
• Statistics Simulators	✔		✔		✔			
• Research Project online resource	✔		✔		✔			
• Notebooks for students						✔		
• Faculty / School websites						✔		
eLearning Roadshows or discussion forum								
• Lunchtime session / Showcase / Demonstration	✔	✔		✔		✔	✔	✔
• LMS templates				✔		✔		✔
• Learning object repository						✔		
• WIE Website development				✔		✔		
• Statistics Simulators & Online resource for Final Year Research Projects	✔		✔		✔			

Legend:
FAST Faculty of Applied Science and Textiles
FB Faculty of Business
FCLU Faculty of Construction and Land Use
FENG Faculty of Engineering
FHSS Faculty of Health and Social Sciences
FH Faculty of Humanities
SD School of Design
SHTM School of Hotel and Tourism Management

4. eLearning Forums

A number of eLearning Forums have been conducted for staff from Faculties and Schools with the focus on "The Road to 334 - and How Blended Learning can HELP?"

The aim of these forums was to:

- Situate the impetus for eLearning within broader and PolyU specific contexts;
- Provide a forum for colleagues to exchange their experiences in e-learning;
- Identify appropriate strategies to develop a more effective eLearning environment in respective Faculties and Schools for students (and teachers);
- Provide a forum for discussion on how blended learning approaches can assist in the move to 334

Each forum included opening remarks by the Dean or FLTC chair, a brief overview of eLearning and Blended Learning at PolyU, presentations from different departments and centers by faculty colleagues as well as some open discussion. Feedback to date on these forums has been very positive from staff attending and the goal is to offer one of these forums to all Faculties and Schools at PolyU.

5. Special Interest Group in Blended Learning

In conversation with the Dean and Associate Dean of the Faculty of Construction and Land Use, it was decided to offer extended professional development support and the opportunity to form a community of practice around blended learning for FCLU early career academics. To achieve this, a Special Interest Group in Blended Learning was established, with Peter Duffy (EDC) as the Convenor, and ex-officio members Professor Geoffrey Shen, Associate Dean (Teaching) and Professor J.G. Teng. Members of the Interest Group are expected to meet once every month or every two months to exchange their experiences in Blended Learning. In addition, members will also be provided with the opportunity for support in the move to the new learning management system.

6. Change to eLA composition to include Library and ITS

Originally the eLA role was to be for Schools and Faculties only. However, in acknowledgement of the important service role that the Library and ITS play with teaching and learning, the role was extended to include representatives from these two areas. This was a very successful approach as it was able to facilitate collaborations across areas and was particularly valuable in the discussions around issues such as WebCT, technologies to support teaching and learning, minimum online presence and the design for the eLM resource and LDTs.

(c) **Project in Use**: please indicate the specific subjects and students for which the project **HAS BEEN** used. *(e.g. List subjects, semesters, student cohorts. Refer to the "Student Impact" section as described within your approved project proposal.)*

The direct impact on subjects for this project is difficult to measure. However, given the number of people who have been involved in 3C Project events, including workshops, projects and events such as the Teaching and Learning Innovation Symposium, it is potentially quite large. When the eLM and the

LDTs are available for use by staff, potentially all subjects taught at PolyU could be impacted by this project through the use of a learning design template in the LMS.

Through 3C Project events such as the Spotlight on eLearning and the Teaching and Learning Innovation Symposium, around 500 people - from PolyU, local institutions and overseas – were exposed to messages about the benefits of a blended learning approach to teaching. Over 100 staff were given the opportunity to demonstrate, discuss or display blended learning approaches they have used in their teaching and to receive feedback, encouragement and suggestions from peers. Several hundred people were able to listen to international and local experts talk about challenges in teaching and learning facing academics in the 21st Century and the role that technology can play in helping to address these challenges. Around 50 PolyU staff had the opportunity to discuss one-on-one their own blended learning practice with these international experts and to benefit from this experience.

The 3C Project has helped to ensure closer alignment between learning outcomes and teaching activities with a focus on appropriate use of eLearning technologies to help achieve this. All the 3C project activities promoted outcomes-based education as an important institutional initiative for all staff and how this can be achieved using a blended learning approach to enhance student learning outcomes. Workshops were a major component of this and evaluation of these showed a positive impact on participants. Table 4 provides a summary of the evaluations for all workshops conducted for the 3C Project. A total of 203 staff participated in 8 workshops conducted as part of the project. Staff agreed that the workshops were an excellent learning experience, useful in relation to their learning and teaching and challenged them to think about their view about eLearning and blended learning.

Through the Needs Analysis conducted in April 2009 and the second survey on eLearning in August 2010, every PolyU staff member had the opportunity to have input into the 3C Project and provide their views about blended learning. The advertising of 3C Project events via global email also meant that all PolyU staff were made aware of the project activities and had the opportunity to take part.

From the Needs Analysis the 3C Project Team were able to develop activities that directly address identified needs. As shown in Table 2., these needs and the activities undertaken to address them through the project had an impact at all levels – from individual staff, to Faculty and School level and beyond.

Table 2. 3C Project Activities mapped to identified needs.

Activity	Identified Need Addressed	Areas Impacted			
		Individual Staff	Faculties and Schools	University	External
Professional Development and Training through workshops and seminars • Workshops • Subject development	• Promote awareness of possibilities for using a blended learning approach; • Provide support and expertise to help staff adopt blended learning in their teaching; • Move from low level use of eLearning to a blended learning approach	✔	✔		
Specific project work conducted in co-operation with eLDSS and Faculty / School Staff	• Specific needs identified by Faculties or Schools	✔	✔		
Development of resources for blended learning: • eLearning Mapping tool and associated eLearning Design templates* • Blended learning website • Other resources	• Lack of resources or support staff to adopt blended learning; • Making the incorporation of blended learning easier, more efficient and more streamlined; • Promote awareness of the possibilities for using eLearning and blended learning	✔	✔	✔	
Promotion of blended learning • eLearning Showcase* • Teaching and Learning Innovation Award* • Symposium on Teaching and Learning Innovation* • 3C monthly eNewsletter	• Promote awareness of the possibilities for using eLearning and blended learning • Reward and recognise excellent and innovative teaching where a blended approach is used • Demonstrate the applications and benefits of blended learning	✔	✔	✔	✔

* Indicates a deliverable for the 3C Project from the original project documentation.

Through the program of work developed from the Needs Analysis, the 3C Project Team sought to address staff concerns by:

- Working with senior management to promote teaching and learning generally and blended learning more specifically at PolyU;
- Raising issues associated with infrastructure and technical support with ITS and working with them on ways they can be addressed;
- Assisting in development of policies and procedures associated with the use of blended learning at PolyU;
- Contributing to the development of a rollout plan for the LMS to replace the version of WebCT currently being used at PolyU, to ensure a smooth transition to the new platform and to promote maximum uptake and effective use.

In the final survey of staff for this project, staff views on the benefits of eLearning and blended learning were measured, along with their beliefs about the blended learning culture at PolyU. By comparing this data with the data collected at the start of the project for the Needs Analysis, it is possible to directly assess the project's impact on staff views about the value of elearning and blended learning. Tracking and evaluation of the use of the eLM and the LDTs will also be undertaken, which will provide further evidence supporting the positive impact of this project.

(d) **Evaluation**: please indicate the evaluation strategies used in your project and the outcomes of the evaluation. Summarise your findings in each of the following areas: *(**Attach evaluation instruments and detailed results as appropriate.**)*

Given the varied activities for the 3C Project, the evaluation strategy needed to address individual activities as well as the project as a whole. To achieve this, the following strategy for evaluating the project was used:

- Conduct a needs analysis at the start of the project to provide a baseline measure and snapshot of the eLearning / blended learning culture. Compare this data with data collected at the end of the project to determine if the culture has changed and if so in what way;
- Evaluate each project activity using a standard evaluation format based on EDC's evaluation processes.

Evaluations of workshops, the eLearning Showcase, consultancy visits, the Teaching and Learning Innovation Symposium, the Teaching and Learning Innovation Awards are all available online at www.3c.edc.polyu.edu.hk. Summaries of the evaluation results for the Guest Lecture delivered by an invited consultant and the Teaching and Learning Symposium are provided in Tables 3 and 4, while the evaluation summary for the Project workshops are detailed in Table 5. For each of these activities the evaluations were very positive indicating that participants felt they provided an excellent learning experience and challenged them to think about their views about eLearning and blended learning.

Table 3. Summary of evaluations of Invited Consultant Guest Lecture

1.	This lecture challenged me to think about my views about eLearning and blended learning.	4.3
2.	I found the material to be useful, easy to follow and understand.	3.9
3.	The lecture helped me to reflect on my own teaching and learning.	3.8
4.	I feel I have learnt something from this lecture.	4.1
5.	The speaker delivered the information at my level of understanding.	4.0
6.	The speaker was knowledgeable and effective at delivering this lecture.	4.3
7.	Overall, I found this lecture useful in relation to my Learning and Teaching	4.0
8.	Overall, this lecture provided me with an excellent learning experience	3.8

Scale: 1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, 5=strongly agree

Table 4. Summary of results from Symposium Evaluation

KEYNOTES, PLENARIES, & POSTERS		*Mean*	*Number of responses*	
1.	Keynote Lecture 1 met my expectations.	*3.7*	*N=*	*38*
2.	Keynote Lecture 2 met my expectations.	*3.7*	*N=*	*38*
3.	The individual plenary sessions met my expectations.	*3.4*	*N=*	*35*
4.	The quality of the posters met my expectations.	*3.8*	*N=*	*38*
5.	The Symposium challenged me to think about my views about eLearning and blended learning.	**3.9**	*N=*	**38**

GENERAL COMMENTS ON THE SYMPOSIUM

1.	Overall usefulness to you of the Symposium	**3.8**	*N=*	**37**
2.	Overall enjoyment of the Symposium	**4.0**	*N=*	**37**
3.	Opportunity for discussion in parallel sessions	**3.5**	*N=*	**33**

Scale: 1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, 5=strongly agree

Table 5. Summary of evaluations of workshops conducted for the 3C Project

Evaluation Item	Workshop								
	WS1 n = 16	WS2 n = 24	WS3 n= 17	WS4 n = 11	WS5 n = 25	WS6 n = 28	WS7 n = 7	WS8 n = 14	Mean N=142
This workshop challenged me to think about my views about eLearning and blended learning.	3.6	3.7	3.5	4.5	3.7	3.8	4	4.4	3.8
I found the material to be useful, easy to follow and understand.	3.7	4.0	3.6	4.1	3.7	3.6	4.3	4.2	3.8
The workshop helped me to reflect on my own teaching and learning.	3.7	3.9	3.5	4.2	3.6	3.6	4.3	4.1	3.8
I feel I have learnt something from this workshop.	3.6	4.1	3.7	4.2	3.6	3.7	4.3	4.7	3.9
The presenter(s) delivered the information at my level of understanding.	3.6	4.1	3.9	4.0	3.9	3.8	4.4	4.4	4.0
The presenter(s) was knowledgeable and effective at delivering this workshop.	4.0	4.1	4.2	4.3	4.0	3.7	4.4	4.8	4.1
Overall, I found this workshop useful in relation to my Learning and Teaching.	3.8	4.1	3.9	3.9	3.8	3.5	4.4	4.2	3.9
Overall, this workshop provided me with an excellent learning experience.	3.6	4.0	3.8	4.1	3.8	3.6	4.1	4.4	3.9
Actual attendance at workshop	20	25	35	20	33	30	11	27	25

Legend:
WS1 – Second Life (Dr. D. Herold et al.)
WS2 – How not to commit "suislide" (Ms. R. Benny)
WS3 – The Renaissance for Voice (Prof. G. Salmon)
WS4 – Frameworks for Learner Management (Prof. G. Salmon)
WS5 – Content Creation and Distribution for the 21st Century Learner (Mr G. Ho)
WS6 – Exploring the power of Scenario-based learning with RAPIDS (Prof. E. Tsui et al.)
WS7 – Blended Learning Myths (3C Project Team)
WS8 – Pedagogic Design (Prof. D. Laurillard)

The Needs Analysis report documents the first data collection that occurred at the start of the project. The second data collection round was completed in August 2010. These two sets of data provide snapshots of the blended learning culture before and after the 3C Project. Both the survey in April 2009 and the follow up survey in August 2010 included a 15-item scale assessing staff beliefs about the value of eLearning and a 17-item scale assessing their beliefs about the eLearning culture at PolyU. Each of the items in these two scales were rated by staff using a 5-point scale: 1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, 5=strongly agree. For the first survey administration in 2009 there were 131 respondents, while for the second administration 411 staff completed the survey. Reliability analysis of the two scales showed that both scales had excellent internal consistency as measured by Cronbach's alpha. For the 15-item eLearning beliefs scale Cronbach's alpha was .923 for the 2009 sample and .928 for the 2010 sample. Cronbach's alpha was .910 and .908 for the 17-item eLearning Culture scale for the 2009 and 2010 samples respectively.

Table 6. Descriptive statistics for responses to items measuring beliefs about eLearning

Item	April 2009 Mean (SD)	August 2010 Mean (SD)
A subject website is convenient for providing students with course materials.	4.17 (.852)	4.18 (.870)
Information is disseminated to students faster via a subject website.	4.10 (.849)	4.00 (.912)
eLearning provides students flexibility in when and where they study.	4.20 (.695)	4.17 (.819)
Students' motivation to learn is improved with eLearning.	3.28 (.879)	3.43 (.870)
A subject website can provide opportunities for self-directed learning.	4.02 (.685)	4.07 (.731)
eLearning makes it easier to cater for different learning styles and learner backgrounds.	3.63 (.807)	3.81 (.815)
The availability of learning materials online enhances students' learning opportunities outside of class.	4.07 (.715)	4.09 (.728)
Teacher-student communication is improved with a subject website.	3.41 (.935)	3.43 (.873)
eLearning provides students with greater opportunities to interact with other students.	3.31 (.952)	3.47 (.878)
Incorporating eLearning can help develop my students' information literacy.	3.65 (.754)	3.70 (.757)
Connecting students to a vast network of knowledge via eLearning can enhance learning.	3.82 (.739)	3.80 (.775)
Students can develop a deeper understanding of the subject matter when eLearning is used.	3.47 (835)	3.41 (.808)
Peer and collaborative learning amongst students is promoted by the use of eLearning.	3.48 (.862)	3.55 (.832)

Subject websites facilitate communication between students and teachers.	3.66 (.848)	3.75 (.799)
eLearning encourages students to become more active and independent learners.	3.63 (.897)	3.69 (.838)

As shown in Table 6., staff had moderately positive views about eLearning at the start of the project. Overall, the mean scale score for beliefs about eLearning did not change from 2009 (m=55.89, sd=8.31) to 2010 (m=56.55, sd=8.15) indicating that staff views about the benefits of eLearning remained relatively stable over this time. Across the 15 items in the beliefs about eLearning scale, only one increased significantly – this was the item "eLearning makes it easier to cater for different learning styles and learner backgrounds." ($t(540)=2.29$, $p<.025$). In contrast, responses to the items on the 17-item scale measuring the eLearning culture at PolyU showed a small, but statistically significant increase from 2009 to 2010 – see Table 7 for descriptive statistics for items in this scale. The mean scale score in 2009 was 60.84 (sd=8.10) compared to 62.94 (sd=10.02) in 2010 showing a significant increase in the extent to which staff agreed with statements relating to a positive and supportive eLearning culture at PolyU ($t(540)=2.429$, $p<.025$). While this is only a small increase, it is in the right direction and shows that across the time of the 3C Project, staff perceive that the eLearning culture at PolyU has become more positive.

Table 7. Descriptive statistics for items measuring beliefs about PolyU's eLearning culture

Item	2009 Mean (SD)	2010 Mean (SD)
Teaching and learning are valued at PolyU.	3.85 (.872)	4.03 (0.838)
My Faculty/School values teaching and learning.	3.70 (.857)	3.84 (.840)
eLearning is a priority area at this university.	3.32 (.806)	3.48 (.856)
Within my Faculty/School, eLearning is considered very important.	3.31 (.711)	3.43 (.873)
Staff in my department who use eLearning receive appropriate recognition.	3.17 (.776)	3.24 (.886)
There are rewards for staff at PolyU who use eLearning in their teaching.	3.12 (.794)	3.17 (.857)
Research into teaching and learning is important at PolyU.	3.79 (.892)	3.89 (.827)
PolyU has the right infrastructure to support eLearning.	3.54 (.816)	3.73 (.852)
Within my Faculty/School there is good support for eLearning.	3.28 (.787)	3.46 (.864)
There is good support for the eLearning technologies I use in my teaching.	3.30 (.720)	3.34 (.781)
There is sufficient funding for eLearning at PolyU.	3.12 (.734)	3.14 (.781)
Resources are available to assist those at PolyU who use eLearning in their teaching.	3.30 (.762)	3.45 (.780)
There are practical measures in place to support eLearning here at PolyU	3.31 (.724)	3.40 (.792)
Staff at PolyU have the skills needed to use eLearning effectively in their teaching.	3.19 (.735)	3.30 (.885)
Students at PolyU have the skills needed to use eLearning effectively in their studies.	3.45 (.777)	3.60 (.779)
I have access to digital learning resources relevant to my teaching.	3.41 (.689)	3.50 (.750)

I am supported by colleagues at the University in my eLearning endeavours.	3.31 (.713)	3.44 (.783)
There are opportunities to collaborate with others at PolyU on eLearning projects	3.36 (.735)	3.50 (.794)

(e) **Challenges**: please identify problems or issues encountered that impacted on the progress of the project (if any):

Any large scale project has its challenges and the 3C Project had several which impacted on the project's progress. These were:

- Difficulties recruiting appropriately qualified staff for the Senior Project Fellow position, where four rounds of advertising were conducted before an appointment was made;
- The departure of the Senior Project Fellow half-way through the contract, leaving six months before the project was scheduled to finish;
- A time lag of five months between the Senior Project Fellow leaving the project and the new appointee arriving;
- The gaps in communication identified early in the project. In particular it was difficult to find out the appropriate communication channels and it was often assumed that people with particular roles would be the best people to communicate and promote messages about the 3C Project, or to make decisions on behalf of the Faculty or School. However, in many cases this assumption proved false and resulted in difficulties progressing some of the 3C Project activities and agendas;
- Aligning project activities with the academic cycle of the semester. In particular, staff were always very busy during the semester and often on leave or engaged in research outside of semester time. This lack of space to consider other things such as the use of eLearning and blended learning in their already full workloads was a significant challenge for the project;
- The change of VP(AD) during the life of the project, whereby the relationship and goodwill built up with the VP(AD) who sponsored the project had to be re-established with the new VP(AD) right at the point where the project seemed to be gaining some ground in areas such as the LMS debate and the need for an eLearning strategy;
- The reversal of the decision to adopt Moodle as the institutional LMS which created difficulties for the Learning Design Templates and other work with Faculties and Schools that involved using an LMS. This is still to be resolved and so project work has been undertaken without any assurance of what LMS PolyU will be using in the future.

(f) **Dissemination**: please indicate any publications, awards, conference papers, departmental staff development sessions and / or opportunities

within or external to PolyU where you have shared the findings of the project.

The 3C Project used a number of different dissemination and communication methods to keep staff and other stakeholders informed about the project's activities.

3C Website – www.3c.edc.polyu.edu.hk

The purpose of the website was to provide a central and accessible online presence for the Project, from which anyone could obtain information relevant to the 3C Project. It was an important communication method, with information on the website being updated as the project progressed. The website will be retained as an electronic record of the project and is where resources, documents etc. associated with the project can be found.

Facebook Group

The Facebook group for the 3C Project was an area where staff associated with the 3C Project could share ideas and information with one another and others external to the project. Key staff associated with the project, such as the eLAs, joined the 3C Project Facebook group, although this communication channel was less effective than other methods used for the project.

Monthly reports to eLDSS and other stakeholders

A report was provided to eLDSS staff at the full team meeting held monthly. Staff in EDC and eLAs also received a confidential monthly update around the third week of the month. This report assisted in keeping staff with varying roles up to date with progress on the 3C project, in order to make the most of possibilities for cross-collaboration and to keep staff in the loop re developments.

Monthly eNewsletter

Each month a global email with the 3C Project eNewsletter was sent to staff. The purpose of the eNewsletter was to keep staff up to date with project activities and progress, as well as to promote events and actitvities associated with the Project. It also provided readers with useful tips and information to help them incorporate blended learning into their teaching. Copies of the eNewsletter have been archived on the 3C website.

Other communication methods

As a general approach to communicating information about the 3C Project activities and events, printed fliers were sent in the internal mail, posters were placed around the university, videos shown on the podium screens, and global emails sent to staff. The timing of these different communication methods was staggered to help keep the 3C Project in people's minds, while not bombarding them with information. Templates for these communication methods were developed for the project to provide a standard look and feel and consistency in how information regarding the

project was conveyed.

Workshops

A number of workshops were also conducted under the 3C banner. These included:

- eLearning Forums in faculties and schools – 4 in total;
- Blended learning myths workshop
- 6 symposium workshops
- 2 workshops as part of the eLearning showcase.

Reports

A range of reports were prepared which communicated information about the project to stakeholders. These include:

- Pilot report – completed February 2009
- Progress report – completed August 2009
- Needs Analysis report May 2009
- Individual project reports from SPDPs for Blended Learning
- Report on development of eLM and LDT
- Evaluation report of Awards and Showcase event
- Workshop evaluations – after each workshop
- Monthly eNewsletters for 3C Project archived to 3C website

Papers & Conference presentations

One conference presentation has been delivered reporting on the 3C Project to an international audience. The details of this presentation are:

> **Duffy, P.** (2009)."*3C: A Strategic Approach To Enabling, Integrating And Enhancing Blended (E)Learning Within An Institutional Framework*", paper presented at EDULEARN, July 4-6, 2009. www.iated.org/edulearn09/

A second conference presentation is planned for the ALTC conference in 2010. The project team is also in the process of preparing papers for publication on the 3C Project activities.

(g) **eLDSS Support**: Please describe/list any eLDSS services that you received over the life of the project.

Support from eLDSS has been provided from the following colleagues:

- Carmen Law - 60% of her time - who provided:
  - Graphics design expertise for posters, fliers, certificates and podium videos to promote 3C events;
  - Graphics design work on the eLM Resource and the LDTs,
  - Video expertise for the 3C website to assist with creating online

resources for the website;
- Web and graphics assistance for the 3C eNewsletter

(h) **Final Comments**: please indicate any lessons learned within the project, potential for future development and/or your overall opinion on the significance of the project.

Overall, the 3C Project was a large and ambitious undertaking. However, it appears to have had some very positive outcomes and has resulted in the creation of useful resources for staff to assist them to adopt blended learning in their teaching. One significant part of the project was the opportunity to work directly with Faculties and Schools to help address their specific needs. Experience gained from the project shows that there is considerable value in having an active and constructive dialogue with Faculties and Schools and including the Library and ITS in this. From the project team's experience, it gives greater weight if messages to staff and senior management come from their colleagues even if it is via us. This in turn makes our work as educational developers much more focused and relevant.

Over the life of the project is has become clear that there is much more that staff want to do relating to eLearning and blended learning than eLDSS and EDC has the funding or capacity to help them deliver. Given this, there is a need to be strategic in providing assistance and not to duplicate effort. Every resource created should be adaptable and re-usable in other contexts and its adaptation and re-use promoted actively, which is something the 3CProject has done with the resources created through the project activities. This makes the role of eLDSS very important and a co-ordinator, facilitator and advocate of projects.

Although the 3C Project has officially finished, project activities will continue for a few more months. It would be a shame if the good work done during the project to raise awareness about blended learning were to stop just because the project finished. The small but significant shift in staff views about the eLearning culture at PolyU suggests that staff will consider adopting blended learning approaches in their teaching in the future. However, this will only be possible if staff receive the support and encouragement they need to be able to do this. To lose the impetus built up through the project would be a waste and this impetus will only be sustainable if processes to support and encourage it are put in place. The continuation of the eLA role is one such step to sustaining the benefits accrued from the 3C Project. Others would be the establishment of the Teaching and Learning Award as an ongoing event to promote blended learning, and the hosting of an annual event focusing on teaching and learning and the use of technology to support it would help keep the profile of blended learning raised. Continuation of eLDSS support for staff is also critical to maintain this positive shift in staff attitudes towards eLearning and blended learning.

One significant achievement of the project has been to put the institutional LMS at the forefront of the teaching and learning agenda. The other is raising

awareness of the need for an e-Learning strategy that clearly articulates PolyU's policy on the use of eLearning to support teaching and learning. Such a strategy is another important next step for sustainability and for ensuring the continued delivery of high quality teaching at PolyU which is fit for the needs of 21st Century learners.

Section 4: Submission of Materials

Please submit the following information on your project which will be used for reporting and dissemination purposes. We therefore invite you to make sure your project is described exactly as you would like it to be read by others.

Department:	**Teacher Name:**
EDC	Peter Duffy, Christine Armatas, Panos Vlachopoulos
Subject / Course: 3C Project	
URL address: http://www.3c.edc.polyu.edu.hk/welcome.html	

Description: (up to 300 words)

3C - A strategic Approach to Enabling, Integrating and Enhancing Blended (e)Learning within an Institutional Framework – was a 2-year institutional initiative designed to enhance the blended learning culture at PolyU. The project activities aimed to promote the use of educational technologies in pedagogically sound ways to enhance learning outcomes for students.

A number of approaches were used to achieve this aim, including the establishment of a community of practice involving eLearning Advocates from Faculties and Schools. The 3C Project team also consulted widely across PolyU to develop a program of activities for each Faculty and School designed to specifically address identified needs. These activities included workshops, blended learning roadshows and projects delivered in collaboration with key stakeholders in Faculties and Schools.

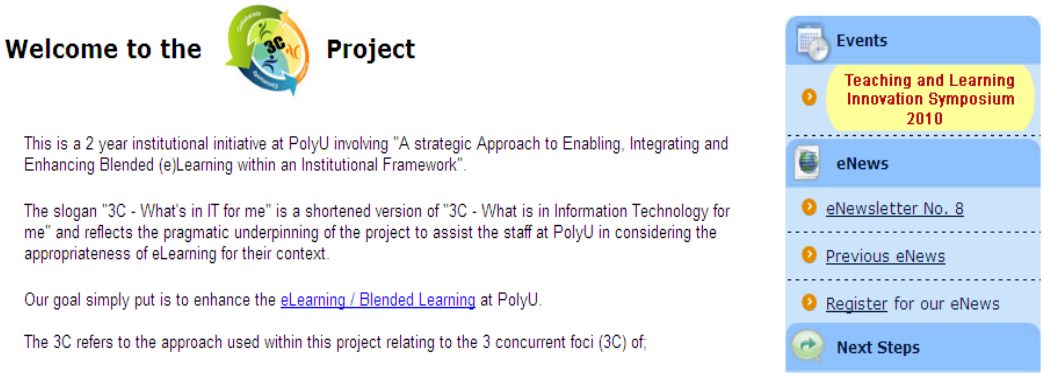
Two important project deliverables were an eLearning Mapping tool and Learning Design templates. These software applications have been designed to assist staff wanting to adopt a blended learning approach in their teaching to help ensure learning activities are aligned with desired learning outcomes and that technology is used to support student learning appropriately. The software is being trialled in Semester 1, 2010 with wider use anticipated in Semester 2.
High profile events held as part of the project to spread the word about blended learning at PolyU included:

- Teaching and Learning Innovation Award
- eLearning Showcase
- Teaching and Learning Innovation Symposium
- Visits to PolyU by invited international consultants

The 3C Project website – www.3c.edc.polyu.edu.hk – provides an excellent archive of the many activities conducted under the project banner, as well as the extensive

range of resources developed and collated through the project. This website is a rich resource for teachers wishing to use eLearning in their teaching to help them meet the needs of 21st Century learners.

Screen Captures:
Please provide one or more images below which you feel represent your project.



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